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The American University in Cairo
School of Global Affairs and Public Policy

PRIMARY EDUCATION REFORMS TARGETING MARGINALIZED GROUPS: THE
ROLE OF LOCAL NON-GOVERNMENTAL ORGANIZATIONS IN SLUM AREAS IN
CAIRO

A Thesis Submitted to
The Public Policy and Administration Department

In partial fulfillment of the requirements for
the degree of Master of Public Administration

by Faiza Alaraji

Under the supervision of Dr. Laila El-Baradei
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Winter 2016

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Table of Acronyms

NGOs	Non-governmental Organizations
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
MDGs	Millennium Development Goals
UNDG	United Nations Development Group
OECD	Organization for Economic and Co-operation Development
PISA	Programme for International Student Assessment
EFA	Education For All
UPE	Universal Primary Education
UNDP	United Nations Development Program
GDP	Gross Domestic Products
BRAC	Bangladesh Rural Advancement Committee
SCAF	Supreme Council of the Armed Forces
AYB	Alashenek Ya Baladi
MEB	Masr Elmahrousa Baladi
M&E	Monitoring and Evaluation

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Abstract

The Egyptian government has implemented different educational programs targeting marginalized groups in Egypt over the years. Primary education reform plans are a priority for decision makers in both developed and developing countries. Many governments paid serious attention to implement successful strategies targeting marginalized groups in their societies. The study examined in depth educational reforms strategies in the selected developed and developing countries. Special attention was devoted to examining the role of NGOs in many developing countries like Ghana, Bangladesh and Afghanistan. Civil organizations have added valuable contribution and rich experience to the field of education, especially through informal education programs targeting marginalized groups in poverty-stricken or hard-to-reach remote areas. Local NGOs in Egypt continued to serve marginalized groups through many development programs. This research covered four case studies of local NGOs in Egypt working in providing educational services to marginalized children in Greater Cairo. These NGOs are: Resala in AUC, AYB in AUC, East of Al-Maadi, and MEB. Findings of the study showed that the interviewed local NGOs helped the children to enhance their educational achievement in their public schools, encouraged them to complete their primary education successfully and empowered them with good values and self-confidence to play as elements of positive socio-economic changes in their poor communities. The study came up with a set of recommendations including the need for government cooperation with local NGOs, the need of private sector and local communities support to local NGOs to help them implement their educational programs in a better way and to achieve better results.

Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor...that a child of farm-workers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another.

– Long Walk to Freedom: The Autobiography of Nelson Mandela (1994, p.144)

Chapter 1. **Introduction**

1.1. **Background**

The Egyptian pre-university education system is considered as one of the largest systems in the region. It includes about 16 million students, about 1.6 million workers, and more than 43,000 schools. The state guaranteed the right of education for all children and the education is compulsory in the basic education level which includes six years of primary and three years of preparatory school (Egypt Human Development Report, 2010). According to UNICEF-Egypt's statistics of 2008-2012, Youth Literacy rate for 15-24 years old is 92% amongst males and 86.1% amongst females. Enrollment into primary schools enrollment rates for males is approximately 105% but for females it's 99.2%. Participation in primary schools is 88.6% for males and 87.2% for females. The government focused on quantitative education reforms in the 1990s to increase the access for schools whereas, since the beginnings of the second millennium, the government focused on the quality of education. 83% of students in Egypt are enrolled into public schools and 7.2% are in private schools. Not all the schools have a full day system; only 43.3% of primary schools are full-day schools whilst the rest are schools with double shifts especially in crowded, poor, urban areas. Average class size is 43.8 in primary public schools and the teacher student ratio is 1: 26 in primary public schools. Private tutoring in public schools is a big problem for families especially the poor amongst them, where 50% of primary public schools students used to receive private tutoring and 80% of public secondary level students. There are two types of public schools: regular schools and experimental language schools. Private schools also exist, with smaller class size and well-trained teachers. Both of private and experimental language schools are considered to have a high quality of education where they have more qualified teachers, longer instruction hours, and are well-equipped compared to

general public schools (National Strategic Plan for Pre-University Education Reform in Egypt, 2007/ 2008).

The education system in Egypt suffered from a shortage in financial funding, unequal allocation of financial resources across regions and across income groups, and shortage of school buildings and education facilities. The system also suffered from low quality of education resulting in many problems such as: private tutoring, high class density, high student- teacher ratio, and high dropout rates. Access problems are many; they are represented by many points such as: high illiteracy rates, gender disparities in education, income disparities among students' households, and regional disparities (El- Baradei & El-Baradei, 2004).

Education reform has been one of the priorities of the Egyptian government over the past three decades. The initial goal of reform was to expand access by building more schools in the 1990s. But with the beginning of the new millennium there was a shift to a focus more on quality. Reasons for the shift included the new international trends in the field of pedagogy, the New Millennium Development Goals which included the concept of inclusive education and other political, economic, and social factors (El-Baradei & Amin, 2010).

The Ministry of Education's National Strategic Plan reports since 2003 reflect this shift and demonstrate the government's determination to improve the quality of primary education and better meet the needs of students. In the national report entitled "The Development of Education in Egypt" issued in 2008 by the Ministry of Education, the report stressed the notion of providing a high quality of education for all students in Egypt and considered it a fundamental human right. The report also focused on the poor, marginalized, and slum areas in Egypt which have suffered educational problems for decades.

Furthermore, the National Strategic Plan for Pre-University Education Reform (2007/2008- 2011/2012) explained that the development of quality basic education in Egypt is an essential issue for the nation's building as well as social, cultural, and human development goals. The report justified the focus on primary education reform where the decision makers believe that it gives the best returns in social and private investment besides increasing the capacity of the education system and reducing dropout rates. The improvement of the quality of any education system, according to this report, is related to many issues such as: improving educational curricula, developing high national educational standards, reducing class size, reducing teacher- student ratio and enhancing teachers' performance by providing adequate training programs.

The children who are considered marginalized belong to five categories: gender- related groups such as girls, culture-related groups such as children from ethnic groups, location-related groups such as children from rural and slum areas, poverty-related groups such as poor and working children, and finally the special needs groups which includes orphans and disabled children (UNESCO, 2009).

This research will focus on children living in slum areas (informal settlements) in Greater Cairo as the marginalized group of the study. These children are not blessed with the same living standards as their counterparts in other urban localities. In some cases they suffer from high rates of poverty and deprivation to a greater extent than children living in rural areas (UNICEF, 2013).

Marginalized children were always a concern of policy makers in Egypt. The Egyptian government in partnership with large international donors and organizations such as UNICEF, UNESCO, and USAID has implemented many successful informal education programs during

the 1990s targeting marginalized children in Upper Egypt. One-classroom schools, community schools, and schools for street children were good examples of these projects (MOE, 2008). All of these schools aimed to provide better access to primary education for marginalized children aged 6-14 years, through formal and informal education projects and initiatives. Local communities and local organizations participated in these programs under the supervision of international donors.

Many international case studies documented successful partnership and collaboration between local NGOs and the national governments to implement non formal education programs especially in marginalized areas with the disadvantaged children. Examples of non formal education programs are: Schools for Life in Ghana, Afghan Home Based Schools, and Community Schools in Zambia (USAID, 2007).

In the aftermath of 25 January 2011 revolution, a big debate occurred in Egypt over the foreign funding of some NGOs in the country. This debate spread in the local media through speeches by several government-representatives. This issue was raised in Feb. 2012 when the state authorities accused 43 human rights activists from Egyptian and Western NGOs of receiving foreign funding without permission from the relevant government authorities (El Agati, 2013)

However, regardless of the changing relationships between the government of Egypt and the international donor agencies, local NGOs will continue to be a main partner in education reform. Hopefully, in the coming years, local Egyptian NGOs will have the opportunity to become the primary partner with the government in primary education reforms targeting

marginalized children through formal or informal programs in local underprivileged communities.

This research will focus on the role of local NGOs working in the field of education to implement programs targeting marginalized children in various slum areas in Greater Cairo. The main research questions are: What are the types of educational programs, implemented by selected local Egyptian NGOs, targeting marginalized children in different slum areas in Greater Cairo? What are the targeted groups? What are the goals? And what are the outcomes of these programs?

1.2. Statement of the Problem

Despite several educational strategic plans developed by Egyptian decision makers since 2003, the country's education quality is still facing profound problems and challenges. Social inequality is one of the main factors affecting the quality of education provided for marginalized children. According to the Human Development Index of 2013, Egypt ranks 110 out of 187 and is considered as having a medium level of development (education level is included in this index). Literacy rates among youth (15-24 years) are 92.4% of males and 86.1% of females between 2008 and 2012 (UNICEF, 2013 statistics). Survival rate to last grade in primary schools in Egypt (2007) is 84.9% (United Nations Development Group report, 2010).

On the other hand, the Egypt Human Development Report of 2010 stated that the ministry of education has achieved several successful reforms in the education system. But there are still deep concerns regarding inequality in access to education, the quality of education, and the outcomes of the programs targeting marginalized children in Egypt. The report emphasized that these issues still remain as central problems facing the education system in Egypt. As a

result of these problems; poor children have low enrolment rates, poor performance in their schools, or leave their schools earlier than others.

Loveluck (2012) listed seven challenges facing the education system in Egypt. Researcher would like to focus on two points only: the first one is poor quality of education due to poor quality of teaching in primary public schools (as the government is not providing teachers with adequate training to improve their performance). The second point is about the existing social inequalities whereby families from the middle and upper class can send their children to private schools to gain a good quality of education while others from low income families have no option but public schools with lower quality. If a child from a poor family in public school has low scores, his family has to pay extra fees to cover attending extra classes in the afternoon.

Poverty rates in Egypt, according to the World Bank Poverty Index, since 2000 are as follows:

Figure (1) Poverty rates in Egypt between 2000- 2011

Source: <http://data.worldbank.org/country/egypt-arab-republic>

Poverty Ratio at national poverty lines (% of population)	Year
25.2%	2011
21.6%	2009
19.6%	2004
16.7%	2000

This means that poverty is still a big problem in Egypt, whilst marginalized groups are mostly from poor people and the quality of education provided to children in poverty-stricken areas like slums, is still a big concern for researchers and decision makers. All of these problems motivated the author to conduct this study in different slum areas around Cairo to investigate the outcomes of education programs implemented by many local organizations.

1.3. The Objective of the Research

This research will focus on the role of local Egyptian organizations that are involved with educational programs in marginalized areas with disadvantaged children in Greater Cairo. It will investigate their interventions, looking at the specific educational approaches used to achieve higher quality and positive educational outcomes. This research aims to assess the outcome of these educational programs. In addition, the research will look at the relationship between these NGOs and the Egyptian government to see how is it structured, and what is the level of government involvement.

1.4. Main Research Question

To what extent the local NGOs working in slum areas in Greater Cairo and focusing on the marginalized children contribute to the quality of education service.

Sub-Questions are:

- What are the major education reforms taken place in selected examples of developed and developing countries?
- What are the examples of case studies of educational programs targeting marginalized groups in many developing countries?
- What are the examples of case studies from Egypt?

Chapter 2. **Conceptual Framework and Methodology**

This part covers the definitions of different concepts used in this study such as the definition of the role of the education system, why the education system needs reform, and why it is important to focus on primary education more than other levels, definition of the marginalized groups, the NGOs, the role of governments, and the three main actors in the field of education reform. At the end of this part, a conceptual framework will be presented by figure (2) which connects all the concepts together to show the relationship among them.

Education system as a concerning issue:

Education is often seen as a major factor in achieving sustainable human development in any country (UNESCO, 2005). When development is defined, education is considered as its core (Steven, 2012). Education is connected with multi-dimensional issues in each society; it can play a powerful role in accelerating economic growth, improving the condition of income distribution, supporting social mobility, and minimizing poverty (The World Bank, 2003). Education is considered as the vehicle which enhances human capital development and preserves cultural unity (Sahlberg, 2009). Investment in education gives high social benefits, strong social coherence, and establishes a base for democracy and political stability (The World Bank, 2004). Evidence shows that education is an investment in the collective future of different societies and nations (UNESCO, 2002). Education has facilitated the adoption of technology or creating new technologies and increasing knowledge in society (Keller, 2006). Education is not considered as an end by itself, but it is seen as a productive investment (Fielmua and Bandie ,2012)

Reforms of education system:

Education reform is a concern for many international development organizations such as UNESCO, UNICEF, World Bank, and others who are well known in the development field. Education reform is also a concern for decision makers in both developed countries and developing ones. Each country needs to adopt its own set of solutions based on its economic resources and the level of its education system development (Inter – American Development Bank, 2000). Two major goals are embedded in education reform policies in many countries; the first one is increasing equity in the provision of education, and the second is improving the quality of education (The World Bank, 2005). All Children have a right to quality education which includes: learners, content, environment, process, and outcomes (UNICEF, 2000). Success of education reforms in any country needs consensus among the key stakeholders, continuous financial support, and local capacity building for the actors in the field such as teachers, school administrators and principals (Inter- American Development Bank, 2000).

Primary education:

Primary education is considered as the foundation of the entire education system in any country; it is a fundamental part of the compulsory education where it often has the highest enrolment rates (Numano, 2012). This is seen as the rationale behind investing in primary education system more than higher education levels. Psacharopoulos (1994) concluded in his study that among the three levels of education (primary, secondary, and higher) primary education have showed the highest rates of social prosperity in all world regions. A growing number of studies showed that primary education can improve the productivity of farmers and the income of rural households in many of developing countries (The World Bank, 2004). In

developing countries, when a big part of the workforce is illiterate, investment in primary education makes a big difference when someone completes only primary education (Psacharopoulos, 1995). Investment in primary education can help in the reduction of poverty and social inequality (The World Bank, 2014). In the poor countries where the resources are scarce, it is better to invest in primary education rather than in higher levels (Keller, 2006). Furthermore, a completed primary education is considered as a basic human right and an influential factor in achieving Millennium Development Goal 2 in the way towards sustainable development. And a lack of primary education leads to high rates of illiteracy among adults (Thematic Paper on MDG2, UNDG, 2010)

Quality primary education

Quality primary education includes these elements:

1. Healthy and well nourished learners with healthy home environment
 2. Healthy, safe, and protective environment which includes class size, school infrastructure, and inclusive classroom environment (without any discrimination)
 3. Content which is reflected in learning material and curriculum to help learners acquire basic literacy skills such as reading ,writing, and counting
 4. Processes which are used by teachers such as child-centered teaching approaches besides well managed schools and classes
 5. Outcomes of the education which include skills and knowledge (such as literacy and numeracy), learner confidence, and positive participation of learners in their societies.
- All of these outcomes are supposed to be linked to the national education goals in that country (UNICEF, 2000)

Quality of education can be defined through two principles: the first one is concerning learners' cognitive development and the second one is regarding values and attitudes of responsible citizenship behavior and creative and emotional development of learners. Outcomes of quality education mean that learners gained literacy, numeracy, and life skills. Learners gained creative and emotional skills in addition to values (UNESCO, 2004).

The marginalized:

In the UNESCO paper (Educational Marginalization in National Education Plans, 2009) the authors investigated national education plans of 22 countries. The authors collected the definitions of marginalized groups from countries included in the study. The children who are considered marginalized belong to five categories according to this paper:

1. Gender- related groups such as girls,
2. Culture-related groups such as children from ethnic groups, religious groups or any other minority.
3. Location-related groups such as rural area children, urban slum children, child soldiers, refugees and displaced children, and street children.
4. Poverty-related groups such as working children, poor children, over-aged children, and children of single mothers.
5. The fifth group is children with special needs such as disabled children, orphans, and children with HIV or AIDS.

Definition of Non- governmental organizations (NGOs):

The term of NGO was created in 1945 by the United Nations. Hence, according to UN criteria, all types of private bodies can be recognized as non-governmental organizations. NGOs only have to be independent from direct government control, non profit, non criminal group, and have non violent actions. They may be based in one country and working across borders. Locally based groups are community based organizations or grass- roots organizations which can play an active role on the national and international level. Sometimes, an international umbrella NGO can be created to provide institutional structure for many NGOs which do not have a common identity. Usually, society is composed of three sectors: government, private sector, and civil society. NGOs are considered a part of the civil society. They are so diverse and controversial which makes it impossible to support all NGOs or to oppose all of them (Willetts, 2002)

The Main Actors: In any country, there are three main actors who are usually involved with the education field and educational reforms. ***Governments*** are the main actors which have their legal responsibility to adopt desired education policies, strategies and required reforms. Also, governments establish schools, recruit teachers and administrators, design and publish national curricula and textbooks, allocate resources from public budget to cover all the needs of education development, pay salaries of the education system workers, and so on. Governments usually lead any national plan of reform targeting marginalized groups. They put the definition and criteria of marginalized groups and put particular national strategies to improve the access and quality of education serving marginalized groups such as elimination of schools fees, establishment of school nutrition programs, and provision of conditional cash-assistance programs for poor families to reduce the dropout rates for their children (UNESCO, 2009). El-Baradei suggested that government's education, serving poor children, should be completely free which requires the

elimination of all costs. Government schools should provide meals, textbooks, and any other stationary materials for poor children to increase the efficiency and quality of their education (Sayed, 2006).

The private sector is allowed to establish private schools, recruit staff, import books to be used as curricula, and put their own educational plans and strategies to be in line with those of the government. The private sector can play the role of a donor when the government suffers from a lack of resources (Fielmua & Bandie, 2012). It plays a more significant role either when a country has a high level of welfare or when the government fails in providing adequate education services to its citizens (Pessoa: FEP working papers, 2008). The private sector can become a second source of financial support for education since this support leads to improving the outcome of the education system and provides the market with a well skilled labour force. Private sector contribution can take on different forms such as land donation, school buildings' rehabilitation, and in-kind donation to equip schools with needed supplies and material (El-Baradei & El-Baradei, 2004)

Non-Governmental Organizations (NGOs) can play a very important role in the field of development in developing countries. The literature regarding educational reform on an international level shows that civil organizations have added valuable contribution and rich experience to the field of education, especially through informal education programs targeting marginalized groups in poverty-stricken or hard-to-reach remote areas. Local NGOs implement different education programs in their respective communities either by building partnerships with international donors, local communities, or with their national governments (Felmua & Bandie, 2012). When a government is unable to fulfil its traditional role, NGOs can play the role of the

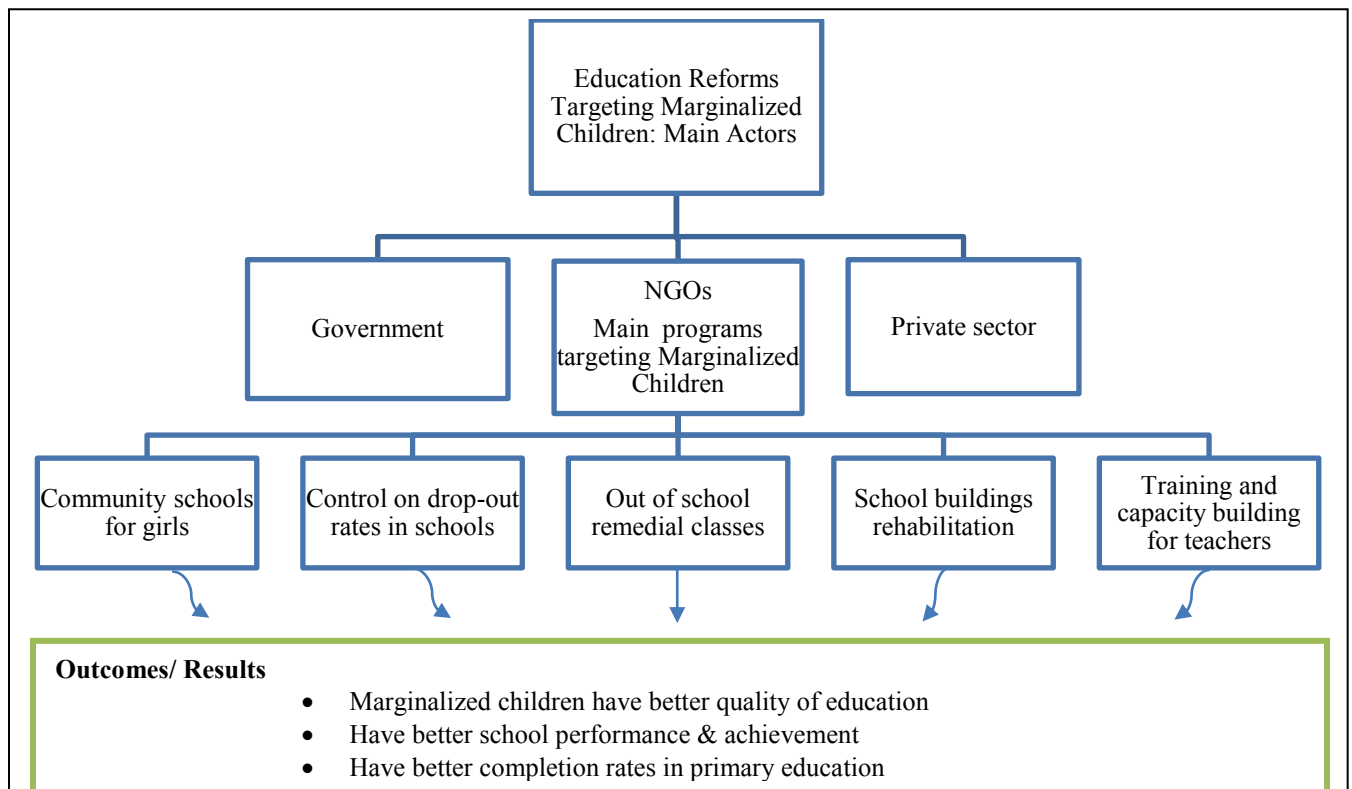
service provider and become active development actors in the field of education (UNESCO, The role and impact of NGOs in capacity development, 2009).

On the international level and according to different successful case studies, local organizations adopted different approaches to increase access for marginalized children and to promote the quality of education in poor areas. Examples of these approaches are achieved either by working inside schools to reduce school dropout of poor students or providing training for teachers in poor areas to improve their capacity and their teaching methods. NGOs also worked on improving the infrastructure of the underprivileged schools, using out-of-school programs such as literacy and numeracy classes to empower weak students' literacy and numeracy skills. Additionally, NGOs worked on establishing community based schools to give access for girls in rural areas to be enrolled in schools in some conservative societies such as Upper Egypt and Afghanistan. The general aims of these formal or informal programs are to improve poor children capacity and their schools achievement and to give them a chance for a better future and living conditions (USAID working paper: reaching the underserved, 2006). The supportive environment surrounding schools usually increases the productivity of education (Palmer, 2007)

NGOs are more flexible and innovative than the government when implementing their different education approaches and programs. These programs are always complementary to the services offered by government (Kahler, 2000). Non government sector includes charitable organizations which can participate in supporting schools by providing them with volunteers, materials, or cash. Materials include school uniforms for poor children, stationary, and meals while direct cash can be used to pay for health care and school tuitions of poor students (El-Baradei & El-Baradei, 2004)

Slum Areas: A slum or informal settlement is a ruined part of a city which witnessed an illegal urbanization process, and the land invasion occurred without formal permission. A slum is distinguished with low quality housing, lack of tenure security, insufficient living space, and no easy access to clean water or adequate sanitation system is available (UN- Habitat). This term also refers to informal settlements in cities found in many developing countries (Urban peek, a wakeup call; Cairo Slums, 2011). Slum areas, in Egypt, are characterized by severe housing deprivation which is considered an indicator of extreme poverty and deprivation that are higher than the national average in the country (UNICEF, 2013). The following figure represents the conceptual framework of this research.

Figure 2- Conceptual Framework of this research



In this research, the author will focus on the educational programs conducted by selected local NGOs in different slum areas around Cairo to study their approaches, the details of their programs, challenges they faced, partnerships they developed, and other information which can be collected through research questions. The author will also assess whether or not these local NGOs have documented outcomes of implemented programs. The outcome of any project is defined as: the achieved short term and medium term changes after using the output of a particular intervention, while impact is the long term changes on beneficiaries as a result of development intervention. Output is the services and products that result after the end of applied activities under the supervision of the organization (United Nations Development Group, 2010). In educational programs output examples are: number of teaching staff, number of classes per week, and number of students who attended that program. The outcome is the measurement of positive changes occurred in the quality of education, educational achievement of the children / beneficiaries of the program on the short and medium term (such as school performance and primary education completion rates). Long term impact is indicated by other indicators such as the socio-economic changes on learner's future, kind of jobs, level of income, and breaking of the poverty cycle among generations of marginalized groups. Due to time limits, the research will focus on outputs and outcomes achieved.

2.1. Methodology

A qualitative case study research method will be used in this research to investigate the details of each organization educational program and will focus on the case study approach to increase understanding of each selected non-governmental organization working with the objective of improving the quality of education in slum areas in Greater Cairo. Qualitative case study methodology used to provide researchers with good tools to study a complex phenomenon

within a particular context (Baxter.P & Jack.S., 2008). Variables to be studied include: working context, implemented programs, targeted group, goals and outcomes of their programs.

2.1.1. Sampling Strategy

The author of this research will select and focus on the experience of four local NGOs and their ongoing work in the field of education programs (in slums areas around Greater Cairo) which are tailored for children in primary education, to see how their programs were implemented and what were the outcomes on the participating children.

Four NGOs will be selected by the author; each NGO should have a particular education program targeting marginalized children living in slum areas around Greater Cairo, whether inside school or outside it. Each NGO should have a different approach or concept of how to make a positive intervention to enhance educational achievement of the targeted children. Each NGO must have its unique experience in the field of education reform. The research will investigate every organization's profile, program, approach, and will assess the outcome of this educational program on the students. The research also aims at determining the nature of the relationship between these organizations and the government since the beginning of the program.

2.1.2. Data Collection Process

Data will be collected about the program description and the experience of these organizations by conducting personal interviews with workers of these NGOs from the leading staff as well as with volunteers. Data about the profile of each NGO will be collected in addition to data of the work relevant to background information of the slum area where the program is implemented. Stakeholders who are suggested to be involved in individual interviews are:

- NGOs- Staff who are (or were) involved with such projects.
- Schools- Staff, including principals and teachers who were involved in education reform projects in their schools (if the project is implemented in a school)

Additional data collection and performance indicators also include:

- Documented data from NGOs' archives about their intervention such as photos, narratives, or statistics reports about the changes in the schools (before and after).
- Data from schools can also be collected by using official records, tables, reports, if available, or taking oral notes from the principal and other teachers from the school staff.

Chapter 3. **Primary Education Reform in the World**

3.1. **Introduction**

This chapter covers an overview on education systems and reforms policies in selected countries from developed and developing countries to show different contexts and different factors which motivated the decision makers in these countries to embark on education reforms. All references and sources used in this chapter are from research issued after 2000, except in some limited cases, references from the 1990s were used when no alternative references were available.

3.2. **Examples of Education Reforms**

In this section countries will be selected; three are from developed countries and three are from developing countries. For each country, there will be three parts: context, formal education system, and major education reforms. The author believes that there is a strong relationship among these three categories such that one can-not understand the factors which pushed the decision makers to initiate education reform without understanding the surrounding context in that country.

3.2.1. Education Reform in Developed Countries

Developed countries are selected here according to three criteria; the first being geographical location. Each country is located in a different continent and thus within a different context. The second is that they occupied high ranks in the Human Development Index since 2000. And the third is that they have top ranks in PISA exams in the past decade (OECD's Program for International Students Assessment Exam) which is done on the international level

for 15 year old students on reading, science, and mathematics. Three countries were selected in this part to represent successful examples from developed countries in the experience of education reform.

3.2.1.1. Canada

Background Information

Canada is considered to be one of the eighth highest ranked countries according to many issues such as quality of life, economic freedom, and quality of education. Canada ranks the first worldwide on the number of adults having tertiary education degree (OECD, 2012 survey). Since the beginning of the 20th century, the economy of Canada transformed from a rural economy to manufacturing, as many other developed countries did. It also experienced a demographic shift with more retired people and fewer of working age. Canada has one of the highest immigration rates in the world (OECD, 2011).

Formal Education System

Canada emerged as a successful example in education after the release of PISA (Program for International Students Assessment) report in 2000, where the Canadian students' results showed strong performance and average results (OECD, 2010). Canada has ten provinces and three territories, and the education system is de-centralized. The Canadian public system consists of schools from kindergarten to Grade 12 and the schools are provincially accredited where they follow a standard curriculum and employ government-certified teachers. Each province has its own study curriculum to reflect its regional culture and history. Canada spends more on its education system than any other country from G8 group. (CAPS-I web, 2015). All schools in 2000 started to have computers and internet connection. Aboriginal education programs are

implemented under the supervision and responsibility of the federal government and First Nations leaders to provide education to the children of native people living on reserves and attending provincial schools. Teachers and schools have more autonomy over what to teach, students in elementary schools are placed in ability groups within diverse classrooms (CMEC, 2008)

Major Education Reforms

Due to hard economic conditions which Canada encountered in the 1970s, decision makers were seeking a way to reduce costs on education while improving education outcomes. The emergence of knowledge economy increased the need to improve schooling as a means of economic competitiveness. In the 1980s and 1990s, there was a growing support to private schools while the four big provinces emphasized on the role of centralized exams and curriculum planning. More school level control was adopted. In the first decade of the 21st century, a set of education reforms were created with a focus on the concept of centralized standards. The new reforms, across many provinces, emphasized increasing the capacity of teachers, extensive changes to curriculum on provincial level, reorganization of schools, increasing graduation rates and decreasing dropout rates, focusing on students' outcomes, strengthening links among schools, families, and communities, and improving professional learning opportunities for all students (Canada Council on Learning, 2011)

Ontario, as an example, is considered the biggest province in Canada and its population accounts for 40% of the country's total population. One out of four students in this province was born outside of Canada, and 80% of those immigrant students are non-English speakers. Ontario education reforms focused on two points: the first one was improving students' achievement in

literacy and numeracy in primary schools and the second one was increasing graduation rates in high schools (OECD, 2011)

According to recent PISA results reports, the authors tried to find the answer for the question regarding Canada's strong nation- wide PISA results. They found that there were many factors which caused this success in the Canadian education system such as cultural factors where parents in Canada are seen as supportive to their children's education in addition to being valuable asset to their children's schools. Children in Canada have leisure-reading habit and they are likely to read on daily basis more than other children in developed countries. The second factor was the strong welfare state and strong social safety net in Canada provided the environment that the society is responsible for the educational welfare of its children. The third factor was connected to the fact that provinces are similar in their key policies (OECD, 2011)

Nevertheless, Aboriginal people's education is still a big debate in Canada and the country received strong criticism from the UN aboriginal envoy in 2013. A nation- wide survey in 2011 showed that 48.4% of aboriginal people aged 25-64 years had a post-secondary education compared with 64 % of non-aboriginal people in the same age group. Only 9.8% of aboriginal people with post-secondary education had university education compared with 26.5% of non-aboriginals (cbc.ca/news). Education plans and strategies targeting aboriginal children are designed by people of European descent living in urban areas rather than consulting the parents of these children and sharing their thoughts and visions regarding the educational language, curriculum, and its content (Kirkness, 1999). Funding gaps are obvious between First Nations remote reserve schools and province level schools (Don & Ellen, 2013)

3.2.1.2. **Japan**

Background Information

Japan is one of the developed countries with major economic power, where Japan was considered in 2013 as the fourth largest economy in the world after the US, China, and India. Japan ranked as the 17th in the Human Development index in 2013. Japan developed a technologically advanced economy after World War II. The population in 2013 was estimated more than 126 million (Index Mundi.com, 2014).

Formal Education System

The education system in Japan includes: kindergarten (3 years), primary schools (6 years), lower secondary schools (3years), high schools (3 years), and institutions for higher education. Most elementary and lower secondary schools are public and supervised by local government as well as schools for special needs children. The private sector has a significant share in kindergarten and higher education institutions. Compulsory education in Japan is taking six years in primary schools and three in lower secondary schools (Tanabe, 2000). Students spent 4-6 school hours per day. The daily class schedule includes classes with two breaks in addition to lunch break. Students clean their classrooms and/or other parts of school buildings. A classroom teacher is responsible for teaching all the subjects or using the approach of team teaching. In higher grades, teachers specialized by subject are available. There is a continuous communication among schools, teachers and parents to follow up on students' achievement and to share opinions if the student needs any improvement plan. Textbooks for all subjects are provided for free for all students (Numano, 2012)

In primary schools there are homeroom teachers who are responsible for the development of student's skills, values, and competencies through everyday activities and school events.

(Ayako Ito, 2011). Classes are larger than western standards; there are usually 35-45 students in each class. Students are not divided into ability groups as in American and Canadian system, and there are no special classes for the smart students, no special classes for special needs. Nevertheless, students have high performance in these classes due to the teaching approach used to increase students' engagement (OECD, 2011).

Major Education Reforms

Before World War II, Japan passed through many reforms in its education system, these changes occurred according to the concepts and visions of the political leaders in each stage. There was a clash of ideologies between leaders who adopted a model which is similar to the Western style while others adopted a model which emphasized on the national values and identity (Yasuo Saito, 2009). After being defeated in World War II (1945), Japan was occupied by the Allied Forces. The Ministry of Education issued many rules to shift the education from militarism and nationalism towards peacetime education. The subjects of ethics, Japanese history and geography, and any other expressions relevant to Shintoism in textbooks or teachers' reference books were all removed. In 1947, there was another big change in the elementary school textbooks where the national textbook-system was abolished and replaced with another system. The course of studies was changed seven times until 2011 (Numano, 2012)

Other major reforms took place in Japan after World War II such as a shift from a dual school system to a single-tracking system, the extension of compulsory education from 6 to 9 years, the legislation of laws to improve education conditions in remote areas, the establishment of school lunch laws. Quantitative expansion in the education system occurred after the 1950s. Japanese students were placed among the highest ranked students in the world in mathematics and science. There was no doubt that education reform in Japan had provided a strong push for

social, cultural, and economic development in the country (Saito, 2009). Major reforms in the 1970s were about improving the salaries of teachers. In 1980s reforms were about supporting the concept of individuality of the students, the concept of a lifelong learning system, and adopting information technology in the education system. Teaching hours in schools were reduced also. In the 1990s, the reforms were about reducing memorizing material and giving more flexibility in curriculum content. Between 2000 and 2011, the major reforms focused on increasing teaching hours by 10% per week, adding foreign language in 5th and 6th grade, and adding traditions and cultural subjects such as home economic and moral education in addition to physical education (Numano, 2012)

3.2.1.3. Finland

Background Information

In the 1950s, Finland transformed from a farming and forestry based economy to an advanced industrial economy and established an inclusive welfare system which resulted in extensive prosperity and high per capita income. One of Finland's welfare features is the high quality of education in addition to its national social welfare system. The population as per 2014 is about 5 million and major ethnic groups are from Finn and Sweden, thus the first majority language is Finn and the second is Swedish (Index Mundi.com,2014)

Formal Education System

One of the main principles of Finnish education is that all citizens must have equal access to a high quality of education and training. All people have the same opportunities to education regardless of their social status, age, or ethnic background (Finland's Minister of Education: the Atlantic interview, 2014). Since the beginning of the 1990s, Finland emerged out of the control

of the Soviet Union. Finland's education system was one of the low quality systems with large inequality and heavy bureaucracy while now it ranks first among OECD countries with its students' high achievement in the PISA exam. Finland also has a pride in a highly equitable distribution of achievement even among immigrant students (Darling-Hammond, 2010)

The education system in Finland consists of: early childhood care (children 0-5 years old), pre-primary education (available for children 6 years), basic education (starts at 7 years old). Basic education is compulsory and it covers 9 years (6 primary and 3 secondary). There is general and vocational education in upper secondary schools, and higher education in universities. The education system is completely funded by the government. Compulsory and secondary education is free, but there are a few private basic schools, and all children attend the nearest local schools. The inspection system was abolished from the education system, and teachers are seen as respected professionals. Two official languages are used in the schools: Finnish and Swedish (Finnish National Board of Education paper, 2012)

Teachers in Finland enjoy a better working environment compared to other OECD countries; they have less teaching hours than their peers in OECD countries. There are no regulations on class size and teachers are free to determine how to group their students. Teachers have pedagogical autonomy; they can select the method of teaching and needed material. Class teachers in primary school level give all the instruction of all subjects. But in secondary level, there are specialized teachers for different subjects (Education at a Glance, 2014).

Major Education reforms

In the 1950s, most Finnish youth left schools after finishing their years of primary education. Only a small group of youth who were living in big towns used to have access to

middle-grade school education. These middle- grade schools were of two types: civic schools and grammar schools. Civic schools offered two or three years of education and could lead to vocational education. Grammar schools offered five years of education and could lead to academic high schools and then to universities. In the following decade, there was a notable growth in grammar schools enrolment and most of this growth happened in private schools. This growth was an indicator of the need of Finnish people for more educational opportunities for their children. The parliament was responsive to the needs of the public and started a process of education reform. The reforms started with the primary school curriculum and the concept of child-centered schools. A decade later, the compulsory education was recommended to be for nine years and civic schools and grammar schools to be merged to be comprehensive schools (OECD, 2010)

In the 1960s and 1970s, the country transferred from an agricultural society to a Scandinavian welfare society. The comprehensive schools approach emerged and it was a good indicator of adopting the concept of equity in the education system. Reforms were implemented on curriculum, textbooks, and salaries of teachers. Teachers' training went through great revision with the goal of raising teachers' education to the university level. In the 1980s, a centralized management of the education system was adopted and a preparation for changes in technology took place (The World Bank Paper, 2006). In the 1990s, Finland faced economic crisis and this environment reduced the budget allocated for education. This resulted in the enlargement of class size, reduction of some school support services, and decline in the number of comprehensive schools. Nevertheless, Finland had changed its traditional education system into a modern model which is publically funded with good quality, widespread equity, and large scale participation in all levels of education (Sahlberg, 2009)

Egypt: Quality of education has been improved in the selected developed countries through the improvement of many elements such as teachers' training, school management system, curriculum content, class size, teaching approach, teachers' welfare and so on. Egyptian decision makers can learn from the experience of these countries by keeping the focusing and dedication to achieve successful results in the field of education reform. Putting plans and strategies is not enough, following up the implementation of plans and strategies can be the most important part to improve the quality of education in public schools.

3.2.2. Education Reform in Developing Countries

Examples of developing countries selected here are from different geographical locations, different cultures, and different contexts. These three countries are of middle-income economies and have historically suffered from heavy social and economic problems due to colonialism or corrupt governments who ruled for decades. The research aim is to focus on the main issues which have been included in the process of education reform in these countries.

3.2.2.1. Malaysia

Background Information

The federation of Malaya was established in 1948 and it became independent in 1957 where Malaysia was a part of it. Malaysia was officially formed in 1963. The country has many ethnic groups but the majority is from Malay followed by Chinese, Indian and other minorities. The official language is Bahasa followed by English, Chinese, and other languages. Islam is the main religion then Buddhism, Christianity, and others. The population is around 30 million according to the 2014 estimation (Index Mundi.com, 2014)

Formal Education System

The education system in Malaysia passed through many historical stages and went through a series of transformations. During the British occupation, the education system was fragmented where each ethnic group had its own school system. English, Chinese, Malay, and Indian Tamil schools had their respective languages, curriculum, text-books, and teachers. Teachers in Chinese and Indian schools were brought from China and India while local Malay teachers were recruited in Malay schools. This policy created segregation among these ethnic groups and was against building the unity of the nation (Education in Malaysia, A journey to excellence, 2008). During the Japanese occupation (1941-1945) the Japanese language was added to the curriculum while English language was banned and many Chinese schools were closed. Secondary education was replaced by technical schools which focused on the study of telecommunications, civil engineering, fishery, and agriculture (Asim, 2012)

The contemporary Malaysian education system consists of: pre-school education (1-2 years), primary level 1 (1-3 years), primary level 2 (4-6 years), lower secondary (2 years), upper secondary (2 years), and higher education institutes. The Malaysian education system also includes other models of schools such as smart schools, religious schools, and special-needs schools. Private education began in the 1950s and it includes different types of schools such as kindergarten, primary, secondary, religious schools, language schools, and international schools (Education in Malaysia, a journey to excellence, 2008)

Major Education Reforms

After independence, in the 1960s, the national leaders in Malaysia decided to use the education system as a tool to unify the nation where they adopted the Education Act Recommendations. The main recommendations were about using the Malay language as a

compulsory language in all primary schools. Primary schools were divided into two types: national schools which use the Malay language as the medium of teaching and national-type schools which use English language in addition to Chinese or Indian language. In 1962, school fees were abolished in all primary schools (Bin Zakaria, 2000)

Since the mid-1950s, curriculum reforms focused on reviewing the syllabus of different ethnic groups' schools to design a new curriculum with common content which represents Malaysian perspectives. In 1964, technical and vocational schools were established. The following year the lower secondary education system was introduced (Education in Malaysia, 2008). Social and economic issues created the need for education reforms between 1970 and 1990 in Malaysia. There were serious efforts to reduce economic imbalance among different ethnic groups and to achieve social stability in the country. The aim was to achieve national unity and development in Malaysia in that era. The political leaders focused on reducing poverty and social inequality. According to these policies, all Malaysian students followed the same curriculum and same examinations regardless of their geographical location, whether it was urban or rural (Education in Malaysia, 2008)

In the 1990s, the reforms of the Malaysian education system focused on a couple of issues such as adding pre-school education to the system where the decision makers consider it as a crucial part to improve the quality of education in other stages. This was followed by a focus on higher education institutions which allowed the establishment of more private universities and colleges. In addition, the policy makers concentrated on capacity building and development for teachers and school staff as a part of improvement of the quality of the education system (Kaliannan, 2002). Between 2000 and 2010, education reforms were applied to improve the quality of education in many aspects such as: teachers' training, school board autonomy, English

language as a second language in public schools. Art and music were encouraged to be used as means of character building rather than to be eliminated from the daily school activities. Focus on building the national unity continued through fostering the multi-cultural Malaysian identity where schools ought to be inclusive, receiving all types of students from different backgrounds to be mixed and able to have direct communication (Education reform and process of consultation, 2012)

3.2.2.2. Brazil

Background Information

Brazil is the fifth largest country in the world in population and area. It was ruled as a Portuguese colony for three centuries. It gained independence in 1822, and slavery was abolished in 1888. The country went through different ruling systems started with monarchical and ended by military rule until 1985. In 1988, a new constitution was written and established the base of modern Brazil. The population is about 202 million according to the 2014 estimation (Index Mundi.com, 2014)

Formal Education System

In Brazil, the Federal Ministry of Education was first established in 1930. School administration was the responsibility of states and municipalities. Education was universal and mandatory for children aged 7-10 years, but the most did not attend schools. In that time the economy was based on raw material and the people thought that there was no need to receive more than a few years of education. Nevertheless, in 1972, the Ministry of Education expanded mandatory education to include children between 7 and 14 years (OECD, 2010). The education system in Brazil consists of: pre-primary education which is not compulsory, primary education

which is compulsory and free which lasts 9 years for children aged 6-15 years as per the new 2010 policy. Secondary education lasts 3 years for children aged 15-18. Vocational Training schools are available and last 3 years. After completing primary education, students can choose vocational schools. Higher education institutes are available for students who finish secondary education but they have to pass entrance exams (Association for International Education, March 2013)

The education system in Brazil suffers from high repetition rates in the first grades of primary education. Girls finish high school in greater numbers than boys. As there is low enrollment in pre-school education and high repetition rates in primary schools, UNESCO suggested increasing enrollment in preschool education to improve the efficiency of the education system in Brazil (UNESCO, 2011). There is high inequality in the quality of education across rural and urban areas (Sandoval, 2012). Child labour is a major cause for children to drop out of school (OECD, 2010)

Major Education Reforms

In 1996, a new law was issued by the minister of education and it included many important reforms. The law clarified the roles and responsibilities of each stakeholder from the federal government to states and municipalities. The law also encouraged the participation of local communities in the selection of school principals, giving more autonomy for schools and creating more flexible curriculum. There was a focus on increasing primary schools funding and increasing the salaries of teachers. To help poor families and to reduce the school dropout of their children, the government established a conditional cash assistance program in 2001, which was limited to children aged 7-14 years. In 2006, funding covered pre-school education and out of school youth and adult education programs as well. Teacher quality was a big concern for the

government in the 1990s and it planned to improve the quality of teachers through many means such as teachers-university entrance criteria and the curriculum of teachers' training (OECD,2010)

Other reforms were applied in the 1990s such as the establishment of a common national curriculum for primary and secondary education, the compulsory education being increased to 9 years instead of 8 years, the development of vocational training schools, the increasing number and length of teaching days per week, and the creation of a higher education evaluation system (IEM, 2013). Two major reforms in the education system of Brazil occurred in the last 20 years; the first one was after 1988 when the government focused on putting children in schools and reducing grade repetitions, while the second one was in the 2000s and focused on improving the quality of education in Brazil. In 2005, the minister of education led a national campaign to improve the quality of students' achievement. The minister's plan focused on increasing funding for schools, creating a base salary for teachers, creating management guidelines for schools, and establishing an evaluation system which provides information about the achievement of each school (OECD, 2010). There are many evidences that public education in Brazil is now more accessible for poor people while in the past it was serving about 40% of the population who were considered from the elite (Reiter, 2008)

3.2.2.3. South Africa

Background Information

British and Dutch settlers ruled South Africa since 1910 under the Union of South Africa. They both established racial political system where the minority of white dominated over the majority of blacks and created the Apartheid system in 1948. The Apartheid system

implemented racial segregation in South Africa and it was abolished in 1994. The country had more than 12 official languages, and a population of more than 52 million in 2013 according to the national statistics agency of South Africa. The economy of South Africa is considered as one of the emerging middle- income economies. Unemployment and poverty is the highest in the world among black youth (Index Mundi.com, 2014)

Formal Education System

The education system in South Africa consists of primary education (grades1-7), secondary (grade 8-12), vocational secondary education (grade11-12), and tertiary education; college or university. Education is compulsory in South Africa from grade 1 to grade 9 (Education Database, 2012). The education system in South African mirrored of the Apartheid system since the 1950s. There was a gap in educational opportunities for different racial groups in the country according to the discrimination policies of the ruling group. Students from non-white races were not allowed to study in same schools with white. Also they were deprived from having mathematics and science in their schools' curriculum because they supposed to occupy low wage jobs which do not need skilled workers. The white schools received the highest funding and resources. There was clear inequality regarding many issues if we compare white children's schools with non-white ones such as teachers' training, teacher-pupil ratio, classroom size, and equipment (Crouch, 2004). During the Apartheid era, the education system in South Africa was based on racial classification and the country had four education systems; one for each racial group with its schools and colleges. These education systems were administered by more than 19 educational departments (Brook, 1996)

Major Education Reforms

The new government in South Africa has achieved successful education reforms since 1994. These reforms included many aspects such as: the creation of a single national education department instead of 19 in the past, the establishment of non-discriminatory school-environment where access is not depending on racial status, the establishment of 50 new education and training colleges, and the improvement of public schools' infrastructure and utilities such as electricity, water, toilets, telephones and computers. Greater equity was implemented regarding resource distribution among schools and support to poor students provided in the form of transportation and nutrition subsidies. The number of teachers was increased and a new national curriculum was established in 2005 (Jansen & Taylor, 2003). The new curriculum was issued in 2005, but it was strongly criticized because of many issues such as its complex language, teachers being under-prepared for the curriculum and the lack of solid learning material supporting the philosophy of the curriculum (Mouton, Louw, and Strydom, 2012). The process of education reforms in South Africa after 1994 was a top-down process and teachers were not consulted in the process of policy planning and implementation (Poutiainen, 2009).

There were significant reforms in equity and quality in the South African education system after 1994. Per- learner public expenditure had increased and the input distribution was increased as well. Two key inputs were considered: learner–educator input and learner-classroom ration. The equality of teacher distribution was improved. Results in education achievement output distribution are not as high as that of input distribution rates but the inequality of education achievement was narrowed according to 1999 data (example of output results is the number of students who reached grade 12 in all provinces and from all races).

Sometimes there is a relation between resources and level of educational achievement, however this is not always true (Crouch, 2004)

Egypt: From the experience of the selected developing countries, Egypt has something in common with Brazil. Both countries have high rates of poverty, and high inequality in the quality of education that considered being a serious challenge facing decision makers. Both countries are still struggling to fulfil their educational plans and strategies but not all of the goals have been achieved yet. Both countries can keep their serious efforts to improve the quality of education by focusing on many issues such as; reducing class size, providing adequate training for teachers, using result based teaching materials and focusing on poor and marginalized children to help them complete their primary education in a successful way.

Conclusion

It is obvious that primary education reform plans are very connected with the context of each country, and they are a priority for decision makers in both developed and developing countries. Decision makers have paid serious attention to primary education reforms in all countries. Also it is clear that social, political, and economic factors are working together to push towards particular education reforms. Each country has tailored its own education reform plans and strategies according to its needs on the ground. Almost all the countries, developed and developing, are seeking to achieve equity and quality through their education systems. Education reforms in developed countries were used, most of the time, to cope with their economic transition and development goals. Developed countries have achieved many of their goals targeting education reform while developing countries have lagged behind due to many historical, political, social, and economic challenges.

Quality of education was improved in developed countries through the improvement of many elements such as teachers' training, school management systems, curriculum content, class size, teaching approaches, teachers' welfare and so on. Equity of education was achieved through many policies such as: same quality of public schools serving students in urban and rural areas, same quality of teachers, and same quality of education for all children. Access to public schools was also available for all children regardless of their social, geographical, or economic background. In addition, many of these countries started the process of education reform since 1950s (like Finland) when they have stable political conditions. The change of their economies, since the beginning of 1990s, from agricultural economy to industrial economy was the main reason to embark on advanced education reforms in order to provide the markets with qualified workforce in a competitive environment. Most of developed countries are now from the high ranked countries in development issues and education outcomes.

On the other hand, developing countries were either under occupation of foreign force or dictator regime and have no stable political life until 1970s (Malaysia), in the late of 1980s (Brazil) and in the mid-1990s (South Africa). These political challenges hindered national decision makers from taking serious actions towards the process of education reform. Decision makers in these countries have inherited heavy and profound social, economic, and political problems, which affected their aim to achieve their goals by using education as a tool of social development and economic prosperity. Despite the right and wise education reform policies being adopted by these decision makers in developing countries to reduce poverty (as in Brazil), to reduce discrimination (as in South Africa), and to reduce the ethnic inequality (as in Malaysia). These countries are still struggling to achieve better outcomes in their education systems such as providing the markets with qualified workers, having enough financial resources

in their schools, having well trained teachers, providing decent life for teachers, implementing successful school management systems, and so on. These countries are still facing serious challenges which prevent them from fulfilling their education reform strategies and goals in the near future. Poverty, lack of financial resources, rapid population growth and slow economic growth are still obstacles on the ground, and the gap between developed countries and developing will stay as a painful fact as long as these problems are not solved. Developing countries are trying to solve education problems such as large class size, number of multi-shifts schools per day, and teachers' low salaries. These issues are main problems which need to be solved to improve the quality of education. While developed countries have over passed these problems and have solved them decades ago. Access to education is not a challenge in developed countries, but it is still a concerning issues in many of developing countries where there is a shortage in schools buildings either in large crowded cities or in remote areas.

Chapter 4. Primary Education Reforms Targeting Marginalized Groups

4.1. Introduction

This chapter includes two parts: part one is about the major education agreements targeting marginalized groups, why marginalization in education matters and how

governments responded with their national education plans and programs to the needs of marginalized groups in their respective countries. The time frame of reports and researches used in this section were issued between 2000 and 2010. Part two of this chapter is about the role of non-governmental organizations in education reform targeting marginalized groups.

3.2 Major International Education Agreements

In 1990, the World Conference on Education for All (EFA) was held in Jomtien (Thailand). Delegations from 155 countries attended the meeting in addition to representatives of 150 governmental and non-governmental organizations. International multilateral organizations such as UNESCO, UNICEF, UNDP, and World Bank led this initiative and supported it. The EFA initiative has many goals which aim to meet the learning needs of all children, youth, and adults by 2015. Goal 1 focused on improving early child care and education particularly for marginalized children. Goal 2 focused on providing compulsory primary education for marginalized children with more access and completion of free compulsory primary education. In 2000, when many countries were far away from meeting these goals, the international community met again in Dakar (Senegal) and confirmed their commitment to achieve EFA goals by 2015. Millennium Development Goals (MDGs) were also established in 2000 and these goals aimed to provide universal primary education (UPE) for all children regardless of their gender, location, health, or social positions (UNDG, Thematic paper of MDG2, 2010). These international education agreements are the foundations which support the concept of giving equal opportunities, in education, for all children. All research papers or reports related with marginalized children's education use these international agreements as the base of common ground for all governments and non-governmental organizations.

3.3 Importance of Addressing Marginalization in Education

UNESCO held the mandate of implementing EFA agreement after 2000. In its researches and reports the organization confirmed that people should have equal opportunities in education as a basic human right. This concept can be achieved through adopting the inclusive education approach which is included in the second Millennium Development Goal (MDG2). The major factors which caused this marginalization are connected with social, economic, and bad political policies in many developing countries. If these marginalized children are left behind or being deprived from sufficient years of good quality education with good quality, they will face fewer opportunities in the future to have secure jobs, a decent standard of life, adequate health conditions, and active political participation. The danger of marginalization in education is that it can transmit poverty across generations of marginalized groups' households. Marginalized groups are usually from hard-to-reach people such as slum dwellers, ethnic minorities, residents of remote rural areas, children with disabilities, and children living in conflict zones. Furthermore, the number of years spent in education is one of the major indicators of marginalization in education. On a Global level, four years of education is considered as the least requirement for any child to gain basic literacy skills. Governments should derive benefit from such kinds of studies conducted by international organizations to find solutions to these problems and to adopt the right policies to eliminate the phenomenon of marginalization in education (UNESCO, *Reaching the marginalized*, 2010). Marginalized children do not only accumulate few numbers of years in education, but also receive a poor quality of education which results in low levels of education achievement (UNDG, 2010)

Education is strongly linked to other sectors of any society; therefore any progress in education will have a positive impact on the society and the government in achieving its

development goals. Education has the power to change people's lives; it can transform their social and economic status and rescue them from the pangs of poverty. Poor and marginalized people are usually resigned to low quality schools and a sub-standard education (Brain& Jens, 2009). These schools have few financial resources and as a result they will not be able to attract qualified teachers or practicing modern teaching methods. Underserved populations need effective education programs to provide them with good quality education. The suggested principles (to establish effective education programs) include the preparation of social context to be supportive for such kind of programs, working in partnership with local authorities. Affordable and accessible schools are a must, inclusive learning environment is necessary, and linking educational intervention to national education programs crucial in cultivating fruitful results (USAID,2011)

There is a strong link between education, development, health, and empowerment of poor individuals or groups. Numerous researches indicated that poor families, with many children, used to depend on child labor as a source of family income. These families have little to gain from education and that is why their children left school early. Children suffering from malnutrition are also hampered from attaining acceptable achievement in their schools (Hartwell, 2009)

3.4 The Role of Governments

National strategies of 22 countries from four regions: Africa, South Asia, Latin America, and Arab countries were analysed. These strategies were designed to improve the access and quality of compulsory primary education for marginalized children in these countries. National strategies focused on three main aspects in the sphere of the public education system: incentives,

structures, and content. Incentives include abolishing school fees, affording stipends and scholarship for teachers and poor households, providing school feeding program and establishing community awareness programs. Structures include improving school infrastructure in addition to water and sanitation systems, and school transportation. Content includes management of school time table and language of instruction (UNESCO, 2009)

Governments can also deliver primary education in different approaches beyond the traditional formal schools. There are many suggested models such as community schools, home based schools, mobile schooling, distance learning, multi grade teaching, and so forth. In these types of education programs the government may also utilise non-state provider as good partners (UNDG report, 2010)

Scholars suggested reform strategies which focus on three programs in the public school system which could help in improving the poor children's outcomes. The three points being: investment in early childhood education, smaller class size, and increased incentives for teachers in poor schools. If decision-makers wish to adopt such kind of policies in public schools they require financial support alongside continuous attention and commitment (Jacob& Ludwig, 2009)

Inclusive education reform is seen as an effective approach to reach marginalized individuals and groups and to tailor education programs according to the needs of specific deprived groups. This also will be to the benefit of any government to reduce poverty rates and illiteracy. Both these indicators will give opportunities to any country to improve its rank in world development index reports. And will grant a positive image about any government in the field of human rights, social equity, social justice, combating poverty, control of unemployment

rates, and so forth. All of these indicators are connected either directly or indirectly with education reform policies and impact. When the government agrees to pay attention to marginalized groups, it uses all the means available to achieve this goal. It builds partnership with international organizations and donors to fund such kind of programs, it builds local partnership with local actors in the society to implement these programs, and it takes this issue in consideration through its educational strategic planning and policies. The World Bank, as an example, is a strong partner of governments from many developing countries to help them achieve Learning for All vision, since 2011, when it launched its global education strategy. The World Bank provided \$2.7 billion to support basic education reforms in many of poor countries such as Bangladesh, Pakistan, Ethiopia, Zambia, and Tajikistan. Many programs were designed and implemented according to the needs of those countries. The main goals of these reforms in primary education were to reduce the inequality in education by giving children living in low income areas more access to schools and by improving the quality of education services provided to poor children. Many of these governments increased the public spending on education to show their high commitment to achieve Millennium Development Goals and Learning for All goals as well (World Bank, 2013)

Complementary models which successfully reached the marginalized groups are not an alternative approach for the public system but it filled the gap when governments failed to reach marginalized groups due to many reasons. The poorest people and the other disadvantaged groups are either deprived access to schools or have poor-quality education in public schools. These programs or schools were designed to reach the hard-to reach-children. All the programs targeted children in primary education age, and the governments either covered all the cost of these programs or outside donors covered all the expenses. Students may also public schools

after graduating from these schools. Examples of these non-formal schools are community schools in Upper Egypt and Mali, village- based schools in Malawi, home schools for girls in Afghanistan, and informal schools for over-aged children in Bangladesh. The aim of these programs was to implement EFA goals particularly for marginalized children in these countries (USAID, reaching the underserved, 2007)

Many developing countries have implemented education reforms which focused on three axes: supply (access), equity, and quality. Many governments restructured their expenditure, re-allocating spending from higher schools to lower levels to increase the supply of education. Significant additions to the primary education budget were seen. It seems that there is a general consensus among decision makers regarding investment in the primary education and its high returns to the country rather than the higher level of education (World Bank, analysing the distribution impact of reforms, 2005)

Many governments in this domain, paid attention to applying successful strategies targeting marginalized groups in their societies such as the Chinese education reform in 2004 targeting rural students. The Chinese Ministry of Education adopted free nine-year compulsory education for all rural children to improve the quality of education and to reduce the dropout rates in rural primary schools. The disadvantaged rural children were targeted in this governmental decision. Students from poor families with low income will have exemption from schools tuition fees and textbooks costs. The government increased the financial allocation for education from 2.5% to 3.41% from the country's GDP. Thousands of experimental schools were established in the western rural areas to offer technical education beside general education and programs to tackle the rural illiteracy problems. Well trained teachers were sent to the

western rural areas to help local teachers. Wealthy people were also encouraged to support rural education programs, consisting of construction and repair projects (Yoxall, 2005)

The Western Australian Government committed to adopt specific approaches in its education policies and strategies to close any education gap between indigenous and non indigenous students. The government believed that human capital development through education was essential in improving future opportunities for students from the indigenous community. The Western Australian Government focused on partnerships which directed the required educational reforms and actions. These programs and partnerships were three: the first one was the literacy and numeracy national partnership which targeted the disadvantaged schools and students especially from indigenous groups, helping them to achieve a gradual and sustainable improvement in literacy and numeracy skills. The second program focused on low socio-economic status school communities where the reforms focused on indigenous communities to empower their students with engagement and educational achievement. The third program focused on the improvement of the quality of teachers within schools, including the providing of greater support for workers belonging to the indigenous population. The plan also included the empowerment of teachers in classrooms and the increase of incentives for teachers to encourage qualified teachers to work in disadvantaged indigenous rural areas and remote schools serving marginalized children (Australian Government Budget website, 2008)

3.5 Conclusion of part one

Education for All agreement (EFA) and Millennium Development Goals were both keen on providing compulsory primary education for marginalized children with more access and better quality. According to international organizations which are involved with such educational

initiatives, the primary reasons which cause educational marginalization are connected with poor social, economic, and political policies mostly in developing countries. If these deprived children are left for a substantial period of time without sufficient education, they will not be able to secure their future with good jobs and a stable social life in the future, and poverty will be transmitted down generations. Marginalized groups are usually people living in low income areas or being a part of ethnic minorities or children with disabilities and others whom are difficult to reach. Hence, education can be used as a tool of social development and equity as well as and as a strategy for poverty reduction when the governments adopt education reforms targeting marginalized groups in order to achieve these goals. Governments can improve the quality of education serving poor children by focusing on three points: available pre-school education, small class size, and providing more incentives for teachers. Also, governments can increase access for poor children in schools by abolishing schools' fees, providing schools feeding programs, providing free textbooks and stationary, and other learning materials.

Governments can use different approaches to improve the quality of education and access to schools serving marginalized children such as inclusive education approach in formal education system. Complementary education programs are also another approach which, although being an informal alternative, can produce successful results such as increasing the enrolment rates of children and increasing completion rates of primary education. Examples of complementary education models were implemented in many developing countries through many approaches such as community schools in Upper Egypt, home schools for girls in Afghanistan, and village based schools in Malawi.

Even in developing countries too, government have been seen to pay attention to marginalized groups to ensure that they are receiving the same access and quality of education in

comparison to the rest of the society. The government in China focused on reforms in education for children living in rural areas in order to increase access and improve the quality of provided education programs whilst the government of Western Australian focused on the education reform targeting the indigenous population, ensuring that it had the same quality of education that serving non-indigenous students.

Governments can establish local and international partnerships to fund education programs targeting marginalized groups. Hence, these reforms will produce positive image of any government; improving the country's education rank in the Human Development index, as well as improving the level of human rights status in any country, whilst also curtailing poverty and unemployment rates, thereby achieving social justice. These may be considered as valuable benefits for the entire nation as a whole, not merely the poor and under-privileged of the population.

4.2. The Role of Non-Governmental Organizations in Education Reform Targeting Marginalized Groups

4.2.1. Introduction

This is part two of chapter three which covers the role of non-governmental organizations in education reforms targeting marginalized groups. Case studies from different countries are displayed later to describe the details of each education program adopted and implemented by different NGOs. References used in this part are from 2000 and after. References issued during 1990s were used when no other sources were available.

4.2.1.1. **Non government organization (NGO)**

Non- governmental organizations (NGOs) are considered as third sector organizations (separated from government and private sectors). These organizations are primarily involved with development or humanitarian actions on different levels: local, national, and international. These NGOs range from a small informal groups to large formal agencies. They play different roles and take different shapes in their respective societies. NGOs are not managed by governments but some of them receive funds from governments or external donors while others depend on local resources. Some NGOs employ their own official, professional staff while others rely upon volunteers. NGOs have either a flexible or bureaucratic structure. Some of them are charitable while others adopt empowerment approaches. Some NGOs aim to meet immediate needs of people while others adopt a long term view and search to develop alternative ideas and approaches to solve the people's problems (Lewis, 2009).

4.2.2. Reasons Leading to the Emergence of NGOs

The growth and expansion of non-governmental organizations on both national and international levels are due to many reasons. The main reason is relevant to the change of international donor's attitudes after the end of the Cold War in the early 1990s. Donors started to perceive governments in developing countries as un-effective partners with weak capacity, low transparency, and less efficiency when they implemented programs funded by international donors such as World Bank, USAID, and UNDP. International donors started to perceive NGOs in developing countries as entities which can become effective agents of development assistance. These donors started considering NGOs as the best partners which are eligible to receive funds to implement different development programs. NGOs are more flexible than governments, more innovative, may be more involved with grassroots level more than governments, can reach the

poor and marginalized and can implement small-scale projects to improve the social and economic status of poorer communities. They know the needs of their societies, can implement projects and programs with less costs, and make better impact upon their communities. A big change occurred in the early 1990s when funds were shifted from the government- to - government model to the people-to-people model, where NGOs began to play a more effective role in developing countries especially in the field of development programs while governments and private sector roles were diminished (Makoba, 2002)

4.2.3. NGOs and Education Sector Reforms

Within the education sector, NGOs often take the role of gap filling when governments lack the capacity to provide basic educational services, especially to those who are hard to reach, e.g. situated in rural areas or other marginalized children. NGOs help government to achieve universal primary education (UPE) objectives. Usually NGOs actions are described as more flexible than those of the governments and international donors, involved with small scale programs, have strong connections with local communities, therefore produce more efficient outcomes, and use innovative approaches to implement their activities. These reasons give NGOs the ability to design and implement programs that are based upon needs and demands of its beneficiaries in local communities (UNESCO: The role and impact of NGOs in capacity development, 2009)

Different models of education programs, targeting marginalized children, were implemented in different countries. Many approaches were used by non-governmental organizations during the implementation of developmental projects or programs in their communities. NGOs focused on community involvement and ownership to support the concept

of sustainability. They built partnerships with local NGOs or international organizations as well as with governments. When NGOs work with governments they design and implement programs in alignment with the government's education national priorities and goals. NGOs are more innovative than governments and more flexible during the implementation of their education programs. They can work on capacity building of government and local communities as well. Most of these educational programs belonged to five categories: education buildings' infrastructure development, female education, at-risk and under-represented children, Community- lead education programs, and non-formal education programs. Children included in these programs were in primary education and from hard to reach communities such as rural areas children, disabled, orphans, and children who were living in conflict zone. The programs were implemented in many developing countries such as: Pakistan, Afghanistan, Nepal, Guinea, Mali, Lebanon, and Gaza (Avolio-Toly, 2010)

Non-governmental organizations play a very important role in the development process especially in Sub-Saharan countries. These organizations have significant contribution in the establishment of community schools, early childhood care, health education, teachers' training and other programs to improve the living conditions of poor people .The role of international NGOs is visible in the literature , but the role of local and indigenous NGOs is largely left unnoticed. These local NGOs in developing countries have made positive contributions in their respective countries but have not been known beyond their borders. These local non-governmental organizations are seen as communication tools between local communities and international donors to support local development programs in the education sector or other fields. Local NGOs also worked on the assessment of their communities' needs and trainings for its local committees. Scholars confirmed that having strong local NGOs will create a strong civil

society and supporting local NGOs contribution in education programs will empower the continuity and sustainability of these programs (Fielmua & Bandie, 2012)

Non-governmental organizations can play a strong role in supporting the government to complement the public education system and to improve the quality of it. The NGOs approaches use to increase the accountability of the education system by increasing the participation of parents and attendance rates of teachers. The effectiveness of NGOs education programs showed successful outcomes with marginalized children in remote locations who suffered from social barriers. NGOs education programs enhanced more access for poor and deprived children. Most of non-formal education programs were implemented by NGOs with low cost compared with formal education system per student cost (Jagannathan, 1999)

National and local non-governmental organizations which work with their local communities are seen more effective than the government due to many reasons. Government has too much bureaucratic procedures and excessive political interference when implementing development programs such as non-formal education programs. NGOs are seen as more flexible to meet the needs of the learners, more able to work on community mobilization to empower community participation, more dedicated for their beneficiaries, and more innovative in their educational programs. National and local NGOs are closer to the field and the grassroots than governmental officers. NGOs members can build strong relationships with local communities better than governmental officers, performance and accountability of local NGOs can be measured easier than government's intervention. Local NGOs can maintain education programs by using local resources, and they can be more responsive than any other actor such as governments or international donors (Sakya, 2000)

4.2.4. Case studies

Case studies, in this section, were selected from different developing countries. Different approaches were used by local NGOs to implement a variety of educational programs targeting marginalized children. Some of these programs targeted out of schools children while others focused on girls as the targeted group, orphans, drop-outs, or disabled children as the targeted group. Most of these programs were implemented either in slum areas in poor urban parts or in rural areas. Most of these cases were selected from resources written, by time frame, beginning from 2000 and following on after that.

4.2.4.1. Schools for Life in Northern Ghana

Schools for life program started in 1995 in two pilot districts in North Ghana. This program provides nine-month literacy and numeracy education for children in deprived areas. Targeted children are between 8 and 14 years of age. This program was designed to get all out-of-school children into schools. It was considered as complementary program to be aligned with Ministry of Education efforts. The program was developed under the partnership of community based organizations and a Danish organization (Ghana Venskabsgrupperne in Denmark). In 1999 the program expanded to cover eight districts and later in 2004 it covered all the ten districts in the North of Ghana. New international partners were involved in funding this program such as USAID and the Department of International Development (DFID). The program was implemented through community based schools which offered literacy afternoon classes for children who had no access to formal education. The program was implemented by using local languages whereas the public schools used English language as the means of instruction. The programs “school for life” has been transformed into a learning and development center (School for Life website, 2014)

School for life increased access to marginalized children living in that region; it gave them enough time to gain knowledge and competencies of basic education such as reading, writing, and calculating. Children, who finished the nine months program in these schools, can move on to fourth grade in formal public school. Usually, school for life has only one class per community or village, the pupil teacher ratio may not exceed 25/1, and students in one class are between 8-14 years old with no determination for grade. All students study the same topics. Primary public schools in the same region used to have more than 40 students in one class. Community schools used two types of curriculums; either the one focused on skills which is designed by UNICEF and helped children to gain better opportunity to find a career , or the second type curriculum which is used by Zambia's formal education system and encouraged children to complete their academic study. Communities participated in these schools by providing land, teachers, and helping with setting the schools schedule. In 2004, USAID supported the expansion of schools for life program where it has moved to two new districts and added two local languages (USAID, 2006)

4.2.4.2. Afghan Home-Based Schools

After the overthrow of the Taliban in 2001, the decision makers started the re-establishment process of the formal education system in order to absorb and serve children from returnee refugees and children who were marginalized in the past. Girls' enrolment in primary schools was increased according to 2004 reports. But there were still other factors preventing girls from having better access to schools, for example: the distance from home to school, the culture of male teachers being dominant in government schools, and the community- beliefs which undervalue girls' education. International Rescue Committee (IRC) with a group of NGOs in Afghanistan promoted the model of home- based school as an approach to increase education

access for girls. This model of school was designed to be temporary and most of these schools were designed to integrate into the government system in the future. The home-based classroom is either single-sexed or mixed and usually located in teachers' homes public spaces such as mosques. Each class lasts for 3.5 hours per day. Curriculum is selected according to students' levels and the students and their teacher graduated to the next level each year. Women were encouraged to become teachers in these schools to attract girls from conservative families to be enrolled in these schools. World Bank reported in 2005 that these types of schools are a key to successful post conflict reconciliation and a peace building strategy where it gave equitable access for education services for marginalized population in rural and remote areas. And this could help in reducing social and economic divisions and disputes in post conflict societies. This model of schools increased the access (enrollment rates) among girls and boys in remote and rural areas and also increased the learning-skills of these children. There was no evidence suggesting that it increased completion of primary education. The cost of these schools per pupil was less than the cost in formal schools run by the government. The curriculum used was the same one used in government schools. Instruction languages used were mainly Dari and Pashtu. Material and teacher training were provided by IRC staff while each community was responsible for selecting teachers and covering their salary, school's management, accountability of the school staff, and judgment upon the quality of the school. Local teachers were working either as volunteers or invited by local education committees to teach in home schools. Hence, teachers were doing their best to meet the expectations of their communities (USAID,2006).

The home -based school uses daily and annual public schools' program and curriculum. Classes are scheduled in the morning or afternoon. Children learn the local language, math, the Quran, religious studies, writing and drawing. After reaching fourth grade, children start to take a

second language, geography and history, science and health studies. The home based schools increased the girls' enrolment from 48% in 2003 to 52% in 2004. Teachers in these schools were either volunteers or have been asked to teach by local community committees, their role not only being teaching but also conducting community outreach on educational issues and advocating for girls' education campaigns (Kirk & Winthrop, 2006)

4.2.4.3. Community Schools in Zambia

Since 1998, the government of Zambia recognized the concept of community schools and worked with local NGOs to promote the development of this model. The country faced political and economic shifts in the early 1990s. Due to the unstable conditions, large numbers of children were left uneducated. Local communities began establishing of their own schools either due to the absence of close public schools or because the inability of families to pay the costs of government schools. The epidemic of HIV was another cause for the increase of the growth of community schools in Zambia. As more adults died from HIV, the population of orphaned children increased. Orphans accounted for 15% of the population under 15 years. Community schools provided feasible options for these orphaned children while public schools failed in this endeavour. Enrolment rates in primary education increased by 30% from 2002 and 2004. Community schools served the poorest and most vulnerable children in Zambia. In 2004, the government implemented free basic education policy in public schools, but more students moved from government schools to community schools because public schools charged fees were higher than the previous fees. Community schools also served more aged students than government schools. Community schools students' families were poorer than those enrolled in public schools and with less education level in rural areas. Community schools were established when no public schools were available within walking distance, while in urban areas community schools were

established when there appeared a large number of children unable to afford for public school fees (USAID,2006)

The model of community schools targeting orphans and vulnerable children in Chipulukusa compound, Zambia, have achieved success in four degrees: first of all, it increased the access (enrollment rates) of targeted groups to the primary education. Secondly, it helped them to complete their primary education. Thirdly, it helped children gain a richest of learning skills. And fourthly they received benefits from other services offered by these community schools. Other services included: feeding program, health care, home visits, vocational training, and provision of clothing, shoes, school bags and stationary (Kalembe, 2013)

4.2.4.4. BRAC Education Program in Bangladesh

The Bangladesh Rural Advancement Committee (BRAC) established this program and implemented it via two models in primary schools. The first model was created in 1985 under the title of “Non-Formal Primary Education” and was designed as a three-year program targeting children between the ages of 8 and 10 years. These children were either from the group that had never enrolled in any school or from the group that dropped out of formal primary schools. This model was expanded in 1998 to four years program which covered grades 1 to 5 of the primary education curriculums. The targeted group of this program were children who had graduated from BRAC first model program and who were interested in continuing their secondary education. The other BRAC model was called “Basic Education for Older Children” which was established earlier in 1987. The schools that implemented this program were running for three years serving basic education needs of children aged 11- 14 years old. The targeted groups of these programs were children from poor and landless households, particularly girls, resulting in

70% of the participant children in BRAC programs being girls. BRAC received funds from international donors while local NGOs were involved with the running of these programs. In addition, BRAC programs targeted hard to reach children including children in urban slum areas, ethnic- minority underserved areas, and working children in hazardous industries. Teachers were selected from local communities, 97% of them were from women who were local residents of the villages (CARE, 2003)

Schools' buildings were rented from the local communities which also provided a safe environment for children to practice extra-curricular activities. The communities also helped in providing clean water and proper sanitation services for these schools. The main goals of this program were to achieve the Education For All agreement (EFA) and the second Millennium Development Goal (MDG) regarding inclusive primary education by 2015. Other objectives were about increasing access to education for marginalized children, with particular attention to girls, building the capacity of teachers, enhancing the success of primary education through pre-primary education, and improving the quality of primary and secondary education. The instruction language used in BRAC schools was Bengali but in minorities' schools the local language was used at the first grades, and gradually replaced by Bengali language. Teaching approaches focused on small groups' activities, role plays, question and answer sessions, and field trips. The main areas addressed by the program included: basic literacy and numeracy skills, life skills, health, multi-lingual context, teachers' training, community development, and gender issues. BRAC primary schools used the national curriculum but they developed teaching material according to the needs of the programs' students. The local community played a vital role in the planning and implementation of the BRAC program. The sustainability of the

program is strong due to the commitment of local communities as well as the international donors. There is a high community ownership of this program (UNESCO website, 2009)

4.2.4.5. Nepal Local NGOs and Non-Formal Primary Education Program

In the early of 1990s, Nepal passed through significant political changes towards democracy and the civil society. Local NGOs, started to take a leading role in development programs such as health awareness issues, income generation for poor families, and non-formal primary education for the children in rural areas or urban slum areas. According to the Ministry of Education report in 1997, the country had more than 30% of school age children out of schools and 50% of enrolled children dropped out of schools before the completion of their primary education. Hence, many of local NGOs adopted non-formal education programs for the marginalized groups of children in rural areas and slums when they recognized that the government was unable to serve out-of-school children in an effective way. Therefore, approximately, forty local NGOs in Nepal decided to create the National Resource Center for Non- Formal Education in 1995. These groups of organizations worked on many activities such as: the development of local curriculum based on targeted groups' needs, development of learning material used by illiterate girls and women, development of material used for vocational training, training for literacy instructors, and setting up community learning centers in many villages. The organizations used informal education programs and centers as means of capacity building for poor people living in marginalized areas. Programs aimed to empower their skills and knowledge not only regarding reading and writing but to improve their social and economic status especially of farmers and vulnerable women. Also it aimed to making them able to solve their life problems, enabling them to make their own decisions whilst being more informed know more about health and environment issues, and to play effective roles in their local communities.

The organizations also trained these marginalized groups to gain life skills in different trades to maintain better social and economic conditions for their households. The organization also provided different capacity building trainings for local NGOs personnel (Sakya, 2000)

4.2.4.6. **India: M.V. Foundation (MVF)**

This organization is private and charitable. It targeted working children and children forced into labour, i.e. children who had never had the opportunity to go to school before. The organization started its work in 1993 in three villages in Ranga Reddy district where it pulled 80,000 children from work and 4,000 from forced child labourer to put them into schools. In 2000, the organization operated in about 500 villages where 90% of children aged between 5 and 11 years were in schools. Furthermore, 5000 of the adolescents who were enrolled in camps (2000 of them were girls) who have been enrolled in formal schools after being registered into camps and attending bridging courses. The organization used the approach of residential camps which helped the children going through the difficult process of withdrawing from work and preparing for enrollment into the formal education system. The Department of Women and Child Development worked with MVF organization to manage the camps for girls who have been suffering from child labour and gave them residential courses to be enrolled in formal schools later. Parents were involved also in that process to support their children's education. MVF used the government schools instead of special schools to serve these groups of children. The organization realized that the use of non-formal education centers with flexible timing and curriculum were not enough to break the cycle of child labour. Hence, the organization preferred using residential camps to ensure that children will not relapse back into work. Furthermore, MVF used the bridging courses as a mechanism of preparing the children to join the proper grade in formal schools. The organization used the formal schools to ensure the concept of equity and

to skip the concept of “second class education” in non-formal education centers offered for poor children. This model was replicated widely in India by the help of governmental and non governmental agencies to tackle the problem of child labour (Jagannathan, 1999)

4.2.5. Conclusion of part two

Non-governmental organizations emerged at the end of 1990s due to many political and economic changes on the international level. International donors started to build partnerships with non-governmental organizations rather than with national governments. They saw NGOs as effective tools of positive change in development, where education is one of the main elements concerned. Scholars mentioned many features of NGOs which make it more attractive than governments; NGOs are more flexible than governments, NGOs have less bureaucracy and more innovation, they have strong relations with local communities and they have deep understanding of the needs of the grassroots. All of these features encouraged the donors and international actors into preferring to deal with NGOs rather than governments. Case studies from many developing countries showed the successful examples of educational programs implemented since the 1980s until today. These programs were implemented by local NGOs only or by building partnerships with governments, or with national and international NGOs.

Nevertheless, some of these successful educational programs were started since the middle of the 1980s, and were initiated and implemented by local NGOs such as the BRAC program in Bangladesh whilst others emerged in the early 1990s. Some of these programs targeted out of school children, children who had never been enrolled into formal education, over-aged children, children who had dropped out of education, orphans, girls, and other marginalized groups from amongst children. Most of these programs helped children to complete

their formal primary education in government schools. Local NGOs worked directly with their local communities to meet its needs and to promote social and economic development through formal or informal education programs.

Many international reports emphasized that the outcome of these programs were equal or better than the governmental education system's outcomes in terms of improving the number of children being enrolled in the primary system, completion of primary education rates, and learning outcomes for the children who participated. Furthermore, the cost of these schools per students was in general less than the cost of public schools. The factors behind the success of these programs were many according to these reports. Schools used the local language as the instruction means, using simplified curriculum which focused on literacy and numeracy skills, it established school based decision making system and community based management system. Schools were close to the communities they served, teachers were locally recruited and the programs provided continuous training and supervision for teachers.

Concerning sustainability, these programs encouraged the local community's participation where they selected teachers, paid their salaries, provided lands or buildings, monitored and evaluated the programs, helped in the process of planning and scheduling the classes, and so on. Marginalized children who were involved with these programs got other benefits beyond education. In some cases, they received clothing, school uniforms, daily nutrition, textbooks and other types of psychological and social support. In areas of conflict such as in Afghanistan, home based schools helped in building the unity of the society by integrating children from different backgrounds and genders to be in one class in order to repair the consequences of the civil war that have been plaguing the country for decades. Other programs

tried to reduce the social inequity between the poor and the rich by focusing on and targeting poor children living either in poor urban areas or in remote rural areas.

Chapter 5. Education in Egypt

5.1. The Context of Egypt and its Education System

The population of Egypt is estimated to be more than 86 million according to 2014 records. The Egyptian economy is classified as low middle income level. Literacy rate, among people aged 15 years and over, is 73.7% as estimated in 2012 (CIA Fact Book web). The rate of poverty in Egypt was 25.2% of the population as estimated in 2011(The World Bank web, world development indicators). According to estimations, this rate of poverty increased to 26% of the population in 2012/2013 estimations (Al-Ahram-online, 2015)

The Ministry of Education (MOE) is responsible for planning and management of pre-university education whilst the Ministry of Higher Education is responsible for planning and management of university and non university level higher education. In addition to public and private schools in Egypt, there is Al-Azhar, which offers Islamic religious education and where the main curriculum is set by the Ministry of Education (El-Baradei & El-Baradei , 2004)

Interviews with many decision- makers in the Egyptian government showed that they considered education to be connected with citizen's rights and government responsibility. They saw that education has political and economic objectives and the government supplied more funds for education as its major responsibility (Sayed, 2006).

Around 43% of the population are living in urban areas while 57% are living in rural areas. Children below the age of 15 years represented 34% of the population. The government in Egypt has been highly centralized since ancient times, but the current government is trying to implement the concept of decentralization especially in the education sector. The labour force comprises about 19 million workers in the three main economic sectors: agriculture, industry,

and services. Two million people were unemployed in 2006. Hence, improving the quality of education for all Egyptian students is an essential approach to improving the economic growth in the country. There are regional differences concerning human development issues in the country. These differences are reflected also on the education system and caused educational inequality (National Strategic Plan for Pre-University Education Reform in Egypt, 2007/ 2008)

The pre-university education system in Egypt consists of three levels

- Primary level which lasts 6 years (age group from 6-11 years)
- Preparatory level which lasts 3 years (12-14 years old)
- General Secondary level which lasts 3 years (15-17 years old)

The compulsory education in Egypt includes six years of primary plus three years of preparatory schools. Technical secondary education has two types: the first type takes only three years while the other type takes five years. Vocational schools/ centers are either with three years system or only two years system. Pre-school education is not a part of the formal education system yet. Students who passed the end of primary level exam move on to preparatory schools. Students who passed general secondary level exam are eligible to enter universities depending on their scores (National Strategic Plan for Pre-University Education Reform in Egypt, 2007/ 2008)

The reforms in the education system in Egypt started since the 1990s and it focused on quantitative expansions. But in the beginning of the new Millennium, there was a shift to focus on quality of education. This shift occurred due to international trends in addition to many internal push factors such as managerial, pedagogical, political, economic, developmental, and human rights issues (El-Baradei & Amin, 2010)

5.2. State Education Plans and Marginalized Groups in Egypt

5.2.1. National Plan for Education for All

In the National Plan for Education for All (2003), which was designed and issued by the Ministry of Education, the government confirmed its strong commitment to achieving the goals of Education for All agreement and Millennium Development- Second Goal concerning the concept of inclusive education. The plan emphasized that education is a human right, a part of human development plan, a protection tool for the marginalized groups, and a good investment with worthy revenue for individuals and societies. The plan connected socio-economic development plan with the national education plan, where it clarified that the aim of adopting education for all agreement is to reduce the socio- economic disparities between different regions in the country. The document intensified that free education is guaranteed in all stages, civil society and private sector are strongly encouraged to participate with the government to provide education services especially for citizens in remote and deprived areas in Egypt. The document claimed that there is no detailed data concerning marginalized groups in different areas such as remote villages and urban slums to prepare schools for them. But it admitted that in the late 1990s there was a survey showing that 40% of the government expenditure on education went to high-income groups while only 7% of the expenditure went to low- income groups. The document acknowledged the existing gap between urban and rural regions in the quality of education which is likely to increase the rates of illiteracy and poverty in these areas. The plan promised to absorb all children between the ages of 6-15 years to be in schools by 2005 especially the children from deprived groups, control the drop-out rates, and provide education opportunities targeting out-of-school children particularly from girls. The plan demonstrated

many strategies to be implemented in the next year to achieve these targets, such as increasing school buildings, reducing pupil-to-teacher ratio in the classroom, reducing the number of multi-shift schools and building extra classes in state schools to serve children with special needs with appropriate educational programs. The plan mentioned many programs that were adopted by the government in the 1990s to serve deprived and marginalized groups mainly to increase the access to education in those areas such as Upper Egypt governorates. One-classroom project, community schools, and single class schools were the models of non-formal programs implemented by the partnership between government and different national and international NGOs like UNICEF, World Bank, and USAID. Those were successful initiatives which served thousands of marginalized children in Upper Egypt rural areas during the 1990s.

5.2.2. The Development of Education in Egypt

The Development of Education in Egypt (2008) report, which was issued by the Ministry of Education, focused on the marginalized groups in Egypt straight from the first pages of the report. The report mentioned the groups of marginalized children from rural areas and slums who suffered from many educational problems in addition to socio-economic hardships. The document addressed the previous programs adopted and implemented by the government since 1993 targeting marginalized groups such as street children and girls in rural areas by using community schools model and one- class school to increase the enrollment of these children and reduce the drop-out rates. Since 2007, the Ministry planned to integrate 400,000 children from poor backgrounds and slums to be enrolled in schools, with particular attention to girls. The Ministry tried to use education as a tool to break the poverty cycle among marginalized families. Furthermore, the ministry tried to reduce drop-out and to increase completion rates among these children. The report listed many non-formal education programs which have been supported by

the government to provide inclusive education for marginalized children. Examples of these programs are: one classroom schools, community schools, and friendly schools for working children.

Capacity building programs for local NGOs established in 2003 by the Canadian International Development Agency which provided the local organizations with required skills and knowledge to be an effective partner in the field of development especially development issues relevant to marginalized and deprived children in Egypt.

The report demonstrated the activities of NGOs working with community education programs which were supervised by the General Department for NGOs in the Ministry of Education. The government worked with 1085 NGOs which participated in 1936 educational projects in 2008. These NGOs participated in the building of new schools, restriction of drop out levels, land donation, and technological support by offering computers to many schools. This participation was evidence of the strong partnership between local NGOs and the government represented by the Ministry of Education.

4.2.3 National Strategy plan for Pre-university Education Reform in Egypt

The National Strategy plan for Pre-university Education Reform in Egypt (2007/2008-2011/2012) was also issued by the Ministry of Education. This document demonstrated at the first chapters the socio-economic and the demographic conditions in Egypt as the context of education reforms. It stressed on the dire need for education reforms to help the growth of economy and to reduce the existing social and economic disparities in the Egyptian society. The major achievement, between 2000 and 2006, was the girls' education programs to bridge the gender gap in primary and preparatory levels. But still some governorates experience a gender

gap where most of them are from the Upper Egypt region. The report mentioned that students in disadvantaged and marginalized areas also needed more attention by adopting suitable educational programs to serve them. The report revealed that less than 50% of primary and preparatory public schools have full time school- system while the rest have a double shift system. The report listed other factors affecting the quality of education and making serious challenges to the education reform process such as the lack of teachers' assessment and suitable trainings, the curriculum requiring consistency with national standards, the need for more learning and teaching material instead of focusing only on the textbook material, the need to adjust and improve class size, the requirement for the students- teacher ratio to be in line with international standards, and the need to solve private tutoring problem in public schools. The report demonstrated the future plans to reduce primary education class size from being 44 in 2005/ 2006 to 38 in 2011/2012 and pupil- teacher ratio to be reduced from 24 to 21 in the same time frame.

5.3. Recent non-state reports: challenges facing the education system in Egypt

4.3.1 Egypt Human Development Report

This report, issued in 2010, was the product of cooperation between United Nations Development programme (UNDP) and The Institute of National Planning of Egypt. The report mentioned at the beginning that the Ministry of Education in Egypt has achieved several successful reforms concerning the education system. But there are still deep concerns regarding the inequality in access to education, the quality of education, and the outcome of programs regarding school drop-out rates, especially with the programs that targeted marginalized groups

of children in the past years. The report repeated the concept of inclusive education and the importance of giving same access opportunities and same quality of education to all the strata in society, particularly for children who are from poor households and from marginalized groups. The report revealed that these issues remained as central problems to be tackled by the education system in Egypt. Poor children have poor performance in education, low enrollment rates, leave school earlier than others, or have second learning with low-level- income in the labour market. Despite all the efforts of the Ministry of Education in attempting to achieve Millennium Development Goals of primary universal education, 27% of young people aged between 18-29 years old have not completed their basic education (primary and preparatory); 17% of them dropped out of schools without completing basic education and 10% have never been enrolled into schools. Children from poor families are distributed among three groups: 29% of them have never been enrolled, 24% of them dropped out before completion of their basic education, and 29% of them completed their technical secondary education level.

4.3.2 Education in Egypt: Key Challenges

This study was conducted by Loveluck (2012) wherein the author attempted to clarify the challenges facing the education system in Egypt during 2012, i.e. after the revolution of January 2011. The paper discussed seven challenges:

1. Infrastructure problems in the education buildings
2. Poor quality of education and the problem of private tutors
3. Over centralized system
4. Pedagogical problems such as rote learning, and the examination system
5. Vocational training education

6. The problem of social inequalities
7. Higher education access and research capacity

The author mentioned that the numbers of students enrolled in the Egyptian education system have been increased in the last decades but the schools' facilities were not improved enough to accommodate this growth. These poor facilities do not create effective learning environment and, as a result, many schools worked in a two shifts system with shorter instruction hours. Teachers' salaries were low and their training programs were poor quality-wise. Unqualified teachers form a major problem especially in primary education. The poor quality of education in government schools created the phenomenon of private tutors which the poor families cannot afford, and this is seen as another factor embedded into the social inequalities in education. Students from low scores and poor families can attend afternoon remedial classes in the government school by paying an annual fee which costs between EL 400- 800 .The education system is heavily centralized and teachers in public schools have to follow the plans of the Ministry of Education and using the learning material approved by it. In public schools the learning focuses on memorizing and rote learning rather than encouraging analytical thinking and creativity. Private schools have a different educational environment where teachers are well trained and have better salaries and classes are smaller; allowing more attention to be paid to the individual achievement of students. Teachers have more autonomy in implementing their teaching plans and selecting their extra teaching material according to their class' needs. Private schools offered a good level of foreign languages and students of these schools were from urban, rich-middle class families.

4.3.3 Egypt UPR Briefing: The Right to Education (Fact Sheet #11 / 2014)

This statistical report mentioned that some overall improvements since 2010 have occurred such as improving the quality of education in Egypt and eliminating illiteracy in rural areas. However, huge disparities in educational achievement still exist. Any decrease in public expenditure on education affects children from poor families who cannot have access to private education. The students- teacher ratio in 2012/2013 in primary stage is 44.7 in public schools and 32.6 in private schools.

The net primary schools enrolment rate is between 85% and 99% from 2006 to 2013, but the number of drop-outs almost doubled from 2005 to 2010. The illiteracy rates are higher in rural areas than urban areas in 2012: 30.7% in rural areas compared with 17.7% amongst the urban population. As for a comparison between genders, children in Upper Egypt who had never been to school (in 2009) were 21.1% females whilst 4% of them were males. High- achievers amongst children from lower income families formed only 3.5% of the preparatory level and 0.5% in general secondary level. Out of the two million disabled children of school age, only 37,000 of them enrolled into schools (in 2012). The Global Competiveness Report of 2013/ 2014 ranked Egypt as the last country among 148 countries in terms of quality of primary education due to bad infrastructure of schools, high pupil-teacher ratio, private tutoring, and low level of public spending on education.

5.4. Local NGOs in Egypt

The Ministry of Education had established a department of non-profit organizations in 1998 to coordinate the relationship between NGOs and the schools in Egypt. In 2000, the

Ministry issued a decree which allowed the participation of NGOs in the schools' boards of trustees. Between 1999 and 2005, the Ministry implemented 1212 educational projects in Egypt by building partnerships with 619 NGOs to serve 19,000 pupils in public schools (Amen, 2008)

Many external donors had placed pressure on the Egyptian Ministry of Education to adopt and implement the concept of de-centralization and governance in education. Almost all the donors suggested that the participation of civil society organizations is the major factor to achieve successful developmental programs, to ensure fair distribution of the returns of these programs, and to guarantee the future sustainability of these projects. Many local organizations such as CARITAS, the Coptic Evangelical Organization for Social Services, and the Upper Egypt Association have participated in the implementation of community schools in rural and deprived areas to serve marginalized children. Through interviews with government officials, it was concluded that these NGOs have no right to participate in any agenda-setting with the MOE. And that the civil society organization unit was established actually to neutralize their influence and to control them despite the terms of assistance conditions from external donors like World Bank and the European Union. After decades of totalitarian rule in Egypt, local NGOs were left with poor administrative and organizational capacity, low membership and participation, lack of sustainable funding strategies, resistance from local communities, and skepticism of local authorities (Sayed, 2006)

In 2002, the government issued law No. 84 which granted a greater freedom to local NGOs to raise funds, operate freely, and not to be resolved by a judicial decision. Two reasons were behind government's skepticism towards local NGOs, the first being that some of big local NGOs were established to receive funds from external donors without implementing any tangible activities. The second reason was about the degree of external donors' influences upon local

NGOs agendas and the probability of abusing them to achieve specific political interests (Sayed, 2006)

According to Handoussa,H (2008) cited in Ghoneim & El-Baradei (2013) research , the number of Egyptian non profit organizations according to the Ministry of Social Solidarity were estimated 21,000 NGOs in 2007.

In (Newcomer, El-Baradei & Garcia, 2013) research paper, six local NGOs who worked in slum areas in old Cairo were interviewed. These NGOs served children living in extreme poverty context and provided them with educational programs and other protection programs. The majority of interviewed NGOs received funding from external donors including international organizations, private corporations, and individual donors. All the NGOs encountered a couple of challenges relating to their poor skills in reporting mechanism and data collection process.

In another research paper which investigated the status of 40 local NGOs in Egypt regarding strategic planning concept. The authors concluded, based on the results of their research findings, that local NGOs in Egypt were highly fragmented and many of them provided services in multiple development sectors such as education, health, and youth. The authors stated that investigated NGOs did not pay attention to four domains of balanced scorecard performance factors which included: customers' process, employees' learning and growth, internal business process, and volunteers' development. The NGOs only focused on the fifth factor which is relevant to financial planning and management. These NGOs do not have the enough managerial and technical capacities to stratify a strategic planning concept or to apply a performance assessment for their organizations and staff (Ghoneim & El-Baradei, 2013)

Mubarak's regime suppressed civil society organizations and all forms of civic activism during its thirty years of being in power (Bremer, 2011). Egypt had large and vibrant civil society sector and in the same time it had restrictive laws governing non-governmental organizations since Nasir's Regime in the 1960s. The successive Egyptian governments have promoted and manipulated NGOs to achieve several goals: to encourage NGOs providing social services instead of the state, to ensure that NGOs behave according to the state's interest, to keep NGOs opposite each other instead of becoming the state's opponents, and to improve the state's image abroad and to secure the support of international donors (Pollok,2013).

The first established NGO in Egypt emerged in 1821, and during the mid-1970s the sector of civil society and local NGOs started to grow. In 2002 a new regulation was issued by the government to organize local NGOs activities, this is known as Law 84 (State Information Service (sis.gov.eg), 2015)

Law 84 of 2002 remained in force after the revolution of 25th of January 2011 revolution. According to this law, the Ministry of Social Solidarity is allowed to reject any NGO registration process if its activities threaten national unity, advocate discrimination against any group, or violate public morality. The ministry has the authority to dissolve any NGO and/ or impose harsh penalties upon it. On the other hand, there are significant benefits for the NGOs that registered, for they were exempt from customs and property taxes, received reduction in phone charges, and subsidies in all other utilities (Pollok, 2013)

In the aftermath of 25 January 2011 revolution, a big debate occurred in Egypt over the foreign funding of some NGOs in the country. This debate was conducted in the local media by different government representative and begun in February 2012 when the state authorities

accused 43 human rights organizations activist from Egyptian and western NGOs of receiving foreign funding without permission from the relevant government's authorities. (El Agati, 2013)

In 2015, President Sisi issued anti- terrorism regulations which can be used to punish any NGO for a legitimate and peaceful activity. The new law defines acts of terrorism to include any organization which attempts to obstruct the work of public authorities or government entities, block public or private transportation or roads, threaten national unity and peace, and other sever restrictions (NGO Law Monitor –research center- ICNL, 2015)

5.5. Slums in Egypt

Slums appeared in Cairo after the mid- 1960s with little official attention and resistance to these informal and illegal constructions on agricultural lands at the fringes of urban areas. Recently, the government has formally recognized the existence of these deteriorated and underserved urban areas and called them *ashiwaaiat*, literally translation as (informal settlements). The main slum types in Cairo are either informal settlements on private agricultural lands, informal settlements on desert state lands, or the deteriorated sections of the old city (UN-Habitat Global Report, 2003)

The growth of informal settlements in Egypt occurred for many reasons such as; the unavailability of reasonably priced housing and the migration from poor governorates in search of jobs near the capital. In 1952, the government built popular housing for people with limited income. But in the 1970s and 1980s, the construction of new urban communities was not enough to absorb the growing population. In the 1990s, the government paid attention to upgrade many of the informal settlements after it identified it as a breeding ground for the extremist groups in the country. In 2005, the Ministry of Housing launched a National Housing Project to solve the

housing problem in Egypt, yet the housing units were not affordable for many people due to the high construction costs (Amnesty International Report, 2009). People living in these slums suffered from extreme poverty, illiteracy, degraded healthcare, bad infrastructure and terrible social services (Urban peek, a wakeup call; Cairo slums, 2011)

There are approximately 1,221 informal areas in Egypt which suffer from lack of proper infrastructure and facilities. Informal housing dwellers were estimated, in 2010, to be 12-15 million of the 82 million populations (The Egyptian center for economic and social rights & The center for economic and social rights, 2013). There are about 8 million slum dwellers in great Cairo. Informal settlements in greater Cairo have appeared due to the oversupply of the formal housing buildings which were too expensive for low income families. The Egyptian government attempted to solve this problem four decades ago, yet some made the case that the government was not serious about solving the (Tomorrow's crises today, 2007)

There are two major patterns of informal settlements in Egypt; the first type is built on desert lands owned by the government while the second type is located on agricultural lands owned by individuals. There were 81 informal settlement areas inside Cairo before 2008, but 19 of them were added to Helwan Province. The rest of the 62 informal settlements at that time were in Cairo (Cairo Governorate report, 2008)

About half of the population of greater Cairo live in informal settlements (Amnesty international, 2009). Not all urban children had the same living standards and opportunities in Cairo. There was a wide disparity within this setting. Children in urban slums suffered from high rates of deprivation in terms of nutrition, bad housing conditions, deprived in terms of the

availability of clean water and sanitation systems. In most cases their level of deprivation was higher than those in rural areas (UNICEF, 2013)

5.6. Conclusion

The education system in Egypt is one of the biggest in the region, the successive governments since 1990 worked seriously on putting strategic education plans to improve the access, equity, and quality of education. Marginalized groups were considered in these plans and the different governments have achieved many successful non-formal education programs targeting marginalized groups in poor and remote areas such as Upper Egypt. In the 2003 plan the Ministry of Education expressed its commitment to achieving the Education for All agreement targets in order to reduce the socio-economic disparities amongst different regions in the country. In the 2008 plan the Ministry of Education announced that it had used the education as a tool to break the cycle of poverty among marginalized groups and to reduce social disparities. In a pre-university report (2008) the Ministry also emphasized that marginalized groups needed more attention which can be fulfilled by adopting suitable education programs to serve them.

Since the 2003 education plan, the government had diagnosed the major problems and challenges encountered in the education system of Egypt since decades; the system suffered from shortage of financial resources, crowded schools, high students-teacher ratio, big class sizes, private tutoring lessons, and high rates of drop-outs. In the 2008 education plan and in the pre-university education plan of 2007/2008, the same challenges were listed and the same promises, to fix these problems were made. However, in recent non-state reports (after 2010), it was obvious that the same challenges are still existing and plaguing the education system in Egypt despite all the previous strategic plans, promises, and efforts. After 2010, deep concerns still

exist regarding socio-economic disparities and educational achievement inequality, different rural/urban educational access and achievement inequality, the low quality of education in public schools, the infrastructure problems in the public schools' buildings, the weak outcome of drop-out control programs, the high students-teacher ratios, the big class sizes, the private tutoring, and the low public spending on the education sector.

All previous non-formal education programs were implemented by building strong partnerships between the government and international donors such as UNICEF, World Bank, USAID, and others. Local NGOs were mentioned in the 2008 education plan as a good partner with the government in the education development field and many examples were listed in the report. Local NGOs participated with school building repairs, drop-out control programs, and in-kind donations. Trainings were provided to local NGOs by international donors as mentioned in 2003 and 2008 MOE reports.

The concept of a local NGO is well known and accepted in the Egyptian society since many decades and this is a positive point for the maintenance and upkeep of these NGOs survived and active. Since 1998, many laws have been issued to organize the legal and financial framework of local organizations with the state. Government representatives saw these laws as positive actions to empower the civil society and local NGOs while researchers saw these actions as a means of controlling local NGOs' actions and activities under the power of the state. After reading many Egyptian research papers, it seems that local NGOs are still in dire need for capacity building, financial resource, and more space to play an effective role in the development context. Despite the internal and external pressure to de-centralize the decision making process in the education system and to increase the participation of local NGOs in the field of education provision, the government still utilises centralized authority over the education system. Hence,

the role of local NGOs is still limited because of the unwillingness of the government to delegate authority down to the local level. In other words, the government has encouraged the formation of local NGOs but has not worked on the institutionalization of their active participation in the development context in Egypt.

After the revolution of the 25th of January, it seemed that the relationship between the government and local NGOs was still critical, wherein the government tried to reactivate the restrictive rules of the former regime whilst the NGOs attempted to break this vicious circle. The relationship between the government and international NGOs has declined after the campaign and the trial against the foreign funding case in 2012.

Slum areas in Egypt have been a profound problem for five decades now and no constant and continuous public policies have dealt with it seriously. Millions of Egyptians still reside in slum areas and suffer from poverty and deprivation. That's why many NGOs targeted poor households/children and are still working in these marginalized areas to serve them with education, health, and other community development programs. NGOs aim to eliminate the suffering of these poor, deprived and marginalized groups and to improve their life conditions to be a better condition in the near future.

Chapter 6. Field Work

6.1. Findings

Four local NGOs were selected according to different geographic distribution among different slum areas around big Cairo. One of these NGOs implemented its educational activities

inside a primary public school while others implemented their programs either inside Community Based Organization (CBO) or inside their own centers.

6.1.1. Resala Charity Association

“During our work in Duwayqa, for the first time in my life, I saw children from preparatory public schools who can’t read and write in Arabic” A volunteer worked with Resala educational program in Duwayqa

Background: This Egyptian organization was established in 1999 as a student movement in the Engineering College of Cairo University. A group of students and their professor have established this organization for community development purposes. It has launched many social activities such as blood donation, orphanage houses visits, elderly houses visits, hospitals visits, education programs in slum areas, in addition to other activities. Resala was well known as a charity organization mid- 2000. Now it has about 60 branches around Egypt. In 2006, Resala opened its first charity hospital and in 2011 it opened its first charity school which includes only kindergarten and first grades of primary levels (Resala website, 2015)

Resala has a representation through a students’ club at the American University of Cairo (AUC) where students manage all the activities of this organization inside and outside the university. The organization has an education program in Al-Duwayqa informal settlement area. This slum area is considered as one of the biggest and poorest in Cairo. It has about half a million of dwellers and it is located to the east of Cairo. Some of Al-Duwayqa dwellers make their living income from garbage collection or animal husbandry while others are working as drivers or labors in small workshops inside the area (Middle East newspaper, 2013)

This education program was established in 2010, but the team of volunteers was weak and unorganized. In September 2011, a group of Resala volunteers (students) started their meetings and discussions to activate this education program. They visited a community based organization (CBO) in Al-Duwayqa called “ Al-Asheera Al-Mohamadiya “ which is considered one of the biggest and oldest CBOs in that area. The volunteers met the children who used to visit that CBO many times and decided to meet the children’s needs to improve their education achievement. Children need to empower their basic education skills such as reading, writing, and math. Many reasons were behind this weakness; part of it is relevant to the weakness of the education outcome of public schools in this poor and marginalized area and others are relevant to the neglect of the parents. In general, the majority of the children have weak education performance. The majority was from primary school level; fourth, fifth, and sixth grades while some of them were from the first three years of preparatory level. At the end of 2011, the education program was started (interviews with Resala volunteers).

Main education support activities: Resala volunteers used a number of available rooms in the CBO as classes. Each group of children consists of 15-25 pupils, each class lasts for three hours with a break in the middle. Days of teaching were scheduled only at the weekend days (Fridays and Saturdays). Offered remedial classes were concerning four materials: Arabic language, English language, Mathematics, and Art. The teaching method adopted by Resala volunteers included educational games to attract the attention of the children and to make the education process less tiring and boring. Most of these children were pupils in primary public schools of Al-Duwayqa. The majority of the pupils were girls because families in this area used to pull out their boys from schools to be involved with vocational business in order to bring income for the family. Boys were not encouraged to complete their primary and preparatory

education. Girls also faced early marriage threats in this area; which means when a good husband is available the girl has to leave the school immediately. Children with slow learning abilities are not able to attend remedial classes but they can attend the art class. Classes were mixed, children from different ages and grades were all in one class. Volunteering teachers have changed every semester (interview with Resala Volunteers).

Resala volunteers played the role of teachers in the class; each new volunteer should come to the class with an old volunteer to show him the teaching method before taking the responsibility of being an independent teacher. Each volunteer used his/ her own way of teaching. The volunteers have frequent meetings to exchange their thoughts and to give feedback for the group. There was a leading committee in the organization with three senior students. This committee met the volunteers from time to time, not on weekly or monthly basis, but upon the demand of volunteers request to discuss their feedback regarding some critical issues such as curriculum. The team didn't like to use the public school curriculum; instead, they created a short and more practical curriculum which focused on the results. As an example; the math curriculum focused on the four procedures to be sure that children can master these basic skills: addition, subtraction, multiplying, and division. In English class the teachers focused on alphabetic and adding new words to children's vocabulary. They used games to help children recognize colors and names of things rather than merely memorizing them (they brought a ball to the class and other objects to let the children touch it and see it before memorizing its name). They took children to the zoo to recognize and remember the names of the animals, and so on. In Arabic class the teachers focused on reading skills, and ensure that children can read what they write. The teachers in this program tried to use more effective teaching method such as games and extra curriculum activities to be sure that children enjoy the learning process not find

boring like they do with school curriculum. In public schools, usually, classes are crowded and teachers have limited time to finish the curriculum without being sure that all the pupils in the class got enough knowledge or skills in reading, writing, or math (interviews with Resala Volunteers).

This program lasted for two years (four university semesters). There was no clear plan for the program in the beginning. Thus, volunteers didn't put any strategic plan or goals. As time passed, each volunteer put a goal or a target in his/ her mind. Some of them thought that they should help children to finish their secondary education while others thought they should focus on building a strong personality and high self-esteem. In any case, children started to see Resala University volunteers as their role model. The children aspired to become "university students" in the future (interviews with Resala Volunteers).

Resala charity association used to have extra activities in the American University in Cairo besides their education program in Al-Duwayqa. They carried out blood donation campaigns, winter clothing collecting and distribution, microfinance projects, house repairs in slum areas, Ramadan food bags distributions, and other charity activities (interviews with Resala volunteers).

Assessment of students: Teachers used to measure the performance of the children in their classes in different ways; either by conducting frequent exams in the class, or by conducting meetings with parents to hear feedback, or by observing their performance development in the class. School certificate can be an indicator but not all the time, sometimes students passed all the exams in the schools even if they didn't attend the class. This is normal in primary public schools residing in this area. Volunteers confirmed that they have observed and noticed the

positive changes occurring on the children's performance and educational achievement in the classes. Positive behavior changes were noticed as well, the majority of the participant children have benefited from this program.

Teachers assessed each child individually without any official documentation. Neither the CBO staff nor the leading volunteers committee of Resala (at AUC) have asked for it. Also, there was no direct communication between the volunteers of this program and the founder of the organization now is a professor in the American university in Cairo. Teachers found that when they layout rules in the class about how the children should behave if they want to ask a question, want to borrow something from peers, or need to communicate with each other. They found that the behavior of the children has improved. Teachers considered rules enforcement and behavior changes as one of the essential goal of their program. They perceived it as a part of the human development process (interviews with Resala Volunteers).

Partnership There was a partnership between Resala and the CBO where Resala provided teachers and the CBO collected children with poor school achievement from Al-Duwayqa to attend free remedial classes. Most of the NGOs serving the community of Al-Duwayqa worked through CBO because it is the oldest and biggest organization in the area and people trusted its workers for decades. No relationship was developed between the teachers (Resala Volunteers) and the government since the program was implemented outside the public schools in the area (interviews with Resala senior volunteer).

Financial resources: program funding came from two main sources: the American University in Cairo granted funds to students' clubs in the university each semester (Resala was registered as a students' club in the university and submitted annual proposal for its next year

planned activities). Sometimes the volunteers collected money from individual donors to cover a certain need. In general, volunteers paid for their transportation to Al- Duwayqa from their own pockets. But they supplied the children, who are taking classes in the program, with stationary and art material from donations budget (interview with Resala senior volunteer).

Sustainability: Resala volunteers' leading committee in AUC tried to keep the elements of sustainability active and valid such as; the availability of the classes in the CBO, the availability of qualified and highly committed volunteers, the availability of proper documentation to keep the new volunteers connected with the work of their predecessors. But, most of these goals were not fulfilled (interview with Resala senior volunteer).

Monitoring and Evaluation (M&E): There was no monitoring and evaluation system applied in the program during implementation. Volunteers justified that since they do not have outside donor, there was no need to go through that process (interview with Resala senior volunteer).

Challenges: Volunteer's commitment was not very strong. The total number of volunteers participated in the programs were about fifty. The number of volunteers with high commitment and who stayed until the end of 2013 were only ten. They have no regular meetings on weekly or monthly basis to discuss and share their thoughts. They have irregular and unscheduled meetings. The program faced many challenges such as: the graduation of senior volunteers who were the founders and leaders of the program, the poor competencies and commitment of the new volunteers, the disconnected teams, and the lack of documentation during the implementation phase. Volunteers came from different colleges in the AUC and some of them thought it was only a student activity and it does not require serious efforts and

commitment. While other volunteers faced strong opposition from their families to participate in this program due to critical security conditions in the country after 2011 revolution. At the end of 2013, the program was almost ceased due to the previous challenges (interview with Resala senior volunteer).

6.1.2. Alashanik ya Baladi (AYB) Association for sustainable development

“Besides teaching them the basics of Mathematics and Arabic we work on shaping their personalities by teaching them good values ,principles, and morals through creative activities and games” A volunteer worked with AYB educational program

Background: This organization was established in the American University in Cairo in 2002 by a female student. The goal of the founder was to provide poor communities with sustainable economic solutions. Students from AUC and other universities shared this dream and they started their project to serve Ein-Asseera area which is located in old Cairo and considered as one of the poorest areas in the capital. The organization was officially registered in 2005. In 2008, new branches were opened in 8 governorates and 12 branches were established in universities (AYB website, 2015)

The main program which started in 2002 was about socio-economic development in Ein-Asseera poor community. In 2007/2008 education program started and the services were provided through Ein-Asseera youth center which was a CBO. This first program targeted secondary education students where it provided them with free learning materials to enrich their knowledge and improve their educational achievement instead of depending on private tutoring (interview with AYB senior volunteer).

Main education support activities: Between 2010 and 2011, AYB opened its center in Ein-Asseera which was located in the informal settlement part of the area. Rotary Club of Switzerland was the donor who paid for the rent of the center, furniture, and computers. The center has classrooms, a computer room, and a library room. The targeted group was children who range from 6 -15 years old. The education program included remedial classes, literacy classes, and computer learning classes. There were public schools in the area but the teaching outcome was weak; most of the children in primary and preparatory level were not able to read or write .The volunteers noticed this when children came to visit the center and asked for help (interviews with AYB volunteers)

Three levels of remedial classes were opened; primary, preparatory, and secondary. Subjects provided through these classes include: Arabic Language, English language, and Mathematics. Primary level students were divided according to age; 6-8 years class, 8-10 years class, and 10-12 years class. On Fridays there was a three hours class which focused on human development issues like moral and ethics development. Sometimes volunteers took the children to outdoor activities in El-Fustat garden which was located near Ein-Asseera area. Remedial classes were scheduled during week days; each volunteer suggests his/ her available days during the week and attend according to the arranged classes' schedule. Each class lasts for one hour only (interview with AYB volunteers).

At the beginning, the volunteers used the public schools curriculum. But after a period of time they used alternative curriculum which was developed by the volunteers themselves and focused on learning outcomes (i.e. reading, writing, and counting). Volunteers attended weekly meetings to discuss the program, their feedback, and suggestions to improve work. The center was opened during all week days. Volunteers managed the classes, computer room, and library

room every day. There were 50 volunteers working with this education program and 150 students attended the classes. The volunteers created a syllabus for each material to make sure that it covers all what children needed to learn. There was a group of students with good level of skills and education achievement. The program placed them in a special class to promote their skills and abilities (interview with AYB volunteers).

Assessment of the Students: No exams were conducted in the classes but volunteers can assess the performance of their students in the class over time. Volunteers confirmed that the children who used to attend the program have gained good learning skills and their behaviors were changed in a positive way. Volunteers kept their observation as a mechanism to measure the effect of the program on the participant children (interview with AYB volunteers).

Partnership AYB established partnership with some CBOs in Ein-Asseera area during different activities such as Ramadan events, cleaning campaign and garbage collecting campaign in the same area. No relationship was established with any governmental agency during the implementation time of the program (interview with AYB senior volunteer).

Financial Resources Financial resources came from the AUC each semester as part of funding granted to each club after submitting proposals. It also came from private donors. The program lasted until the end of 2013 due to the lack of volunteers' participation. It almost ceased to exist in 2014 (interview with AYB senior volunteer).

Sustainability: the center sustained during the availability of classes and equipment in the center in Ein-Asseera. But the lack of volunteers after 2013 has adversely affected the program. The organization branch in AUC usually has a structure with president, vice president, financial manager, HR manager, and others. This process of electing a president and his team

happened every academic year. The president usually prepares a plan for the next year activities and has frequent meetings with the head office in Maadi to meet decision makers there and to discuss with them all the programs activities (interview with AYB senior volunteer)

Monitoring and Evaluation: No Monitoring and Evaluation was conducted by the volunteers of AYB. There was research and development committee which collected the volunteers' feedback to develop the program (interview with AYB senior volunteer).

Challenges: At the second half of 2013, the organization passed through a crisis due to shortage of volunteers to manage the program and the center in Ein-Asseera. Many reasons have caused this problem including the graduation of old volunteers and leaders, the unstable security conditions in the country, and the arrest or killing of some of activists (in the country). These challenges discouraged the enrolment of new volunteers in the program, and thus the club did not meet AUC rules which led the University to reject any request for fund or activities and to take the decision to close (interview with AYB senior volunteer).

Nowadays, the center is still open in Ein-Asseera on Fridays only, where 9 volunteers (most of them are not from AUC) manage moral and ethics class in which 80 children from Ein-Asseera are registered .The class lasts for three hours (from 9- 12). Little number of volunteers stayed connected with the head office and obtained permission from the president of AYB to open the center on Fridays. The volunteers plan to re-open the center all the week days to activate the previous education program. There is an ongoing negotiation now with the head office of AYB (interview with AYB volunteer).

6.1.3. East of Maadi Association for human development

“We focused on the poor and orphan students in the school to improve their educational achievement. We provided weekly meals for them and we helped in improving the school infrastructure” the education program supervisor in East of Maadi Association

Background: This organization was established 20 years ago in Al-Maadi neighborhood. It used to have different activities in the local society targeting women and children. The organization have tailoring workshop, production kitchen, vocational training for women, human development lectures for adults and children, school development program, villages development program, orphan sponsorship, micro-projects fund for rural women, and other social activities (interview with the organization supervisors).

The volunteers of the organization are women .They visited schools in Al-Maadi where their organization is located and offered to intervene to develop those schools. All the principals of these schools refused the idea of any intervention or suggestion because it is coming from a non-governmental organization. At the end, the volunteers found a school in Al-Ma'sara where the principal and the staff were willing to cooperate with this organization to improve the school (interview with the organization supervisors). Al-Ma'sara is about one hour drive from Al-Maadi neighborhood to the south of Cairo. Al-Ma'sara is located in Helwan which is considered as a part of Great Cairo. Al-Ma'sara is one of the most crowded and populated neighborhood in the capital. There are many governmental factories in this area such as Cement Factory and Telecommunication Cables Factory (Maadi.to-all.com, 2015)

The school, where the education program is implemented, is located in the slum area of Al-Ma'sara. It is a public primary school which was established in 1970 and it has 1020-1050

pupils and 65 staff (teachers and administrators). There are 18 primary classes from first to sixth grade plus one class of KG2 (pre-primary level). The average enrolment is 50 students per class. The school has a library room, a computer room, a science laboratory, and art activities room. Principal is doing his best to monitor his staff in the school and to make sure that teachers do not commit any violence against children. Teachers' salaries are low but the principal emphasized that private tutoring is not allowed according to Ministry of Education instruction and that punitive measures are taken against teachers who force students to take private lessons with them (interview with the school's principal)

There is high illiteracy rate among adults in the area and the principal stated that they used to offer literacy classes in the school afternoon time between 5-7 pm. But, adults were not interested to attend classes maybe because they are poor and have little income where women are working as house maids (in other areas) and men are working as street vendors. Poor people in this area prefer attending Masjid activities and literacy classes because they receive food rations and other in-kind material from time to time (interview with school's principal)

Many parents of the school pupils cannot pay school tuition (40EL), Cement factory and other private donors used to cover school tuition for many poor students (in 2011:271 students' tuition were paid from private donors). Other donors brought donations of school bags for poor children (interview with school staff).

Main education program activities: Al-Maadi organization intervention contributed to three elements in the school: the school building and infrastructure development, teacher's support, and empowerment of students with weak educational achievement and poor social background (interview with the organization supervisors). The principal of the school

appreciated the intervention of this organization where he stated that Ministry of Education support has become weak after 25th of January 2011 especially lacks of enough financial resources.

Achievements on the level of school infrastructure improvement include:

- The repair and building of the school brick fence to protect the children and the assets of the school from any theft or any kind of external violation
- The repair of old chairs and provision of new ones for the classes to be used by students
- Provision of new blackboards in many classes
- The cleansing and pavement of school yard that was previously filled with garbage
- The maintenance of the school's water and sanitation system
- The building of multimedia room to be used by teachers and students

Achievements on the level of students' support include:

- Providing support to children with poor education performance with poor social background or orphans focusing on grade 1- grade 3
- Weekly visits to follow up the education achievement (of the selected group) and empower their reading and writing skills
- Provision of weekly meals (sandwich+ fruit +milk) for each child of the selected group (40 children). Meat is served once a month
- Psychological support and medical treatment for children who need it
- Special support for children with slow learning abilities

- Human development lectures regarding personal good behaviour in the class, good values, personal hygiene awareness
- Clothing donation for poor children and orphans
- Annual school tuition coverage for children who are orphans or from poor families

Achievements on the level of teachers support include:

- Incentives for teachers to attend the organization activities and events that are hosted in the center
- Clothing exhibit in the organization center with minimal prices
- Weekly free meal (interviews with the organization supervisors)

This program started six years ago (in 2010) and it's still going on in the same school. Seven volunteers are still dedicated for this program today. Every Sunday volunteers went to the school with in-kind donations for the poor children or orphans in addition to the weekly meal. Since the beginning of this year, weekly meal was ceased due to Ministry of Education representative objection on sandwiches and asked the organization to replace it with dry biscuit to eliminate the possibility of contamination and to protect children's health. Accordingly, the organization stopped the weekly meal program. The volunteers were transported in a school bus on Sundays only. The bus belonged to a school owned by one of the members of the organization (interview with the supervisor of the educational program)

Assessment of the students: Each volunteer assessed the children under her supervision. In general, volunteers stated that the majority of the targeted group showed positive changes regarding their educational achievement or personal behavior in the class/ school.

Documentation is available with respective volunteers (interview with the educational program supervisor).

Partnership: The organization established strong partnership with other local NGOs recently to keep the implementation of the education program despite the challenges they have faced in the beginning of this year with the Ministry of Education representative. Resala and Sonaa' Alhayat are the main partners as confirmed by the supervisor of the program during the interview.

Financial Resources: Financial documentation regarding any expenditure is available in the center of the organization. The organization received an annual donation from the Ministry of Social Solidarity. Money used to improve the infrastructure of the school was from private donors (interview with the program supervisor)

Sustainability: The education program has strong opportunity to stay sustainable as long as these elements are available including: the organization's office, the volunteers, and the financial resources (interview with the organization supervisors).

Monitoring and Evaluation (M&E): Volunteers and educational program supervisor have neither mention any M&E actions nor have been any documentation taken place during their work in this project.

Challenges: Weak commitment of volunteers was among the main challenges that faced the program as many women came and then decided to quit due to many justifications. Also financial resources are limited despite the generation of income in some of the projects carried out by the organization .The organization tried always to meet the needs of its beneficiaries not only in this school but also in rural areas and with other in-need families. Due to the limitation of

the financial resources, the organization was not able to replicate this experience in another school. The school is located in a slum area and garbage is accumulated near the school. The organization carried out cleansing campaigns many times, but garbage has re-accumulated over time. It seems that the municipality is not taking its full responsibility to solve this problem (interview with the education program supervisor).

The organization has faced a problem with the Ministry of Social Solidarity in the beginning of this year. They asked the organization to provide them with copy of IDs for all the volunteers in the organization. New volunteers refused and thought that their IDs will be checked by the security agencies to know their address and other personal details. This was a serious challenge during the registration process this year. Accordingly, the organization continued its activities under the umbrella of other registered NGOs such as Resala and Sonna' Alhayat to avoid any problem with the government and to sustain their activities. Photos of the schools and the project were not available (interview with the education program supervisor).

6.1.4. Masr Elmahrousa Baladi Association (MEB)

“This educational program is designed for children who are living in a family without a father. These children are at risk of leaving their schools or being street children or criminals in the future” educational program supervisor in MEB

Background: This organization was established in 2000. It has five main programs ; Education program, Child Protection Program, Family Protection Program, Economic Empowerment Program, and Community Development Program. The organization has many goals such as human development, women and family development, disseminate good values in

the Egyptian society, encourage the private sector on community participation. The organization has branches in ten governorates (MEB website, 2015).

The education program targeted children living with female headed families where the father is absent either by death, imprisonment, or abandonment . These children are under risk, to either drop out their schools, to become street children, or criminals . The mothers, in most of the cases, are poor and illiterate and they are busy with work to provide food for their families. Hence, the program provided at least one literacy class per week for mothers of targeted children, and capacity building classes to enable mothers to solve their childrens' problems and to raise them in a good way (interview with the education program supervisors)

The organization get an official approval from the Ministry of Education to intervene with schools in slum areas where the project is being implemented such as in Ezbat Elhajanna which is located to the north of Cairo. It is considered as one of the oldest informal settlements in Cairo with population more than one million (Al-Shehab organization study,2010)

The program targeted children with age group between 8-15 years old . The program targeted children from third grade in primary schools in addition to children in the three preparatory grades (grade 7,8,9). Children are selected from primary and preparatory schools after checking their eligibility for the education program (they are either orphans or living with female headed family). Children attended classes in the organization's center which is called 'Manara'. Each Manara includes two apartments, each one with three classes. The total number of children in Manara #1, for example, is 65 students. The organization has two Manarat in Ezbat Elhaggana: Manara #1 and Manara # 2. Manara # 1 was opened in 2011 whereas Manara #2 was opened in 2014. There are 18 Manarat in Cairo as of today as a result of program activities in the

past ten years in various slum areas. Children included both are males and females, Muslims and Christians (interviews with educational program supervisors).

Main education support activities: Classes in each Manara last for four hours per day; the number of children in each Manara is between 45 and 65 where less than 15 students are placed in each class . Classes are available six days per week between 2pm and 6pm. Children took ethic, art, music, and sport classes in addition to all other subjects given in their schools (interviews with educational program supervisors)

Teachers are hired for the whole year and have received salaries which were not very high. There are four administrative staff members in each Manara and one (or two) social worker who visits the families and meets the mothers to follow up the conditions of the child and his family and help in solving any problem. Graduated students (from this program) can work in the teaching center (Manara) as volunteers to implement many activities such as music, art, theater. Children and volunteers are from same slum area, Volunteers received incentives from time to time to encourage their participation in the program. There are volunteer doctors who visit the center on a monthly basis to check the health of the students. Documentation of all the program activities and children's files are available in each Manara center (interviews with educational program supervisors).

Assessment of the Students: Students in these classes have frequent exams like in the school; during the term, mid of the term, and at the end of the term. Teachers carefully followed up the performance of the students and checked also their school grades to be sure that the students' education achievement has improved. Children are served with refreshment during a break which includes sandwiches, juice, and water. Activities like trips and camps are conducted

from time to time. Children have frequent trips and outdoor activities, and annual graduation ceremonies. Children received incentives and gifts according to their good behavior or good educational achievement. This year, the children from the two Manarat got the highest marks in their public schools as stated by the program supervisor (interviews with the education program supervisors).

Partnership: it was confirmed by educational program supervisors that the organization has established strong partnership with private sector institutions and Maser Bank.

Financial resources: Maser Bank Institution and other private donors have funded the program. The fund raising campaign is conducted every six months to collect enough money to cover the expenses of each Manara (interviews with supervisors).

Monitoring and Evaluation is taking the form of scheduled meetings between the staff in each Manara and one supervisor from MEB to follow up on the implementation of the education program and to solve any challenges (interviews with supervisors)

Challenges: Financial resources pose as a challenge to the program sometimes. Children who are being enrolled in the program are in the 5th or 6th grade but many of them can't read and write in Arabic when they first enrolled in the program. This challenge requires hard work from the teachers to improve the abilities and skills of these students. The program has all the elements of sustainability such as staff, volunteers, centers, and financial resources. There are 18 replicated models of Manara center around Cairo. The organization is registered through the Ministry of Social Solidarity and has good relation with it. The organization obtained official approval from the Ministry of Education to intervene in schools and select the eligible children for the education program (Interview with program supervisors).

6.2. Analysis

In this section the collected data from interviewed NGOs will be analyzed according to these themes (implemented programs, targeted groups, goals, and outcomes)

6.2.1. Implemented Programs

Duration of the program: The NGOs' programs included in this study differ in their duration. Some of them worked for only two years (as in Resala) while others were established for more than 10 years (as in MEB). Long term programs can be better evaluated than the short term ones. The time span can reveal the success or failure of any program. It can also clear the weakness and strength of the program so that supervisors and volunteers can learn from their lessons and mitigate the problems to keep their program stable and effective.

Program activities description: All of the selected organizations offered informal education programs with remedial classes for Arabic, English, and Mathematics to improve reading, writing, and calculating skills of primary and preparatory levels students. Organizations used flexible schedule of classes during the weekend or week days. Most of the organizations used outdoor activities. None of the organizations create an alternative primary education. They worked with public schools' students to improve the quality of education and to reduce the educational marginalization in their public schools. As stated in (UNDG, 2010) paper; marginalized children do not only accumulate few numbers of years in education, but they also received a poor quality of education which results in low level of education achievement. This description is very true and consistent with the findings of this research where the poor children in slum areas who participated in these education programs have low level of educational

achievement and weak performance in their schools because of the bad quality of education they receive in their public schools.

Most of the NGOs focused on primary and preparatory students because they are both included in compulsory education in Egypt as stated in the national education plan (MOE, 2007/2008). This is a positive point, since students can move forward towards secondary education when they have gained strong learning skills. In (UNISCO, 2009) report, the authors described NGOs actions as more flexible than government. This is true and goes in line with this study's findings especially that class schedules are not fixed like that in government's schools. They are either scheduled in the weekend days or during the week days. Programs were flexible in their activities that took place either inside or outside schools buildings. One organization (MEB) conducted home visits to help in solving families' socio-economic problems. Two organizations worked on curriculum development (Resala, and AYB). One of the organizations used computer classes to enrich the knowledge and skills of the targeted children in addition to reading, writing, and counting skills. All the organizations focused on ethical issues and good behavior of the children inside and outside classrooms. In 'Schools for Life' program in Ghana, the schools also helped the marginalized children to gain knowledge and competencies of basic education such as writing, reading, and calculating which means they focused on learning outcomes more than only learning process. While in 'Home Based Schools of Afghanistan' program, teachers' role was not only teaching, they also conducted community outreach to discuss many issues with the families (Kirk & Winthrop, 2006). In Nepal, local NGOs worked on curriculum development based on targeted group and capacity building of the marginalized poor people to empower their skills and knowledge in addition to reading and writing (Sakya, 2000). When comparing the findings of this research with the international case studies

mentioned in the previous chapter we found that there are many things in similarity. The Egyptian local NGOs which have been interviewed in this study have also gave priority to enrich the children's competencies in reading, writing, and counting which means focusing on learning outcomes. Second language and computer skills were added to the program of Resala and AYB to offer children more skills that help them gain better jobs in the market if they feel compelled to leave schools or when they graduate. Home visits were conducted by MEB social workers to improve the social conditions of the poor families. These programs filled the gap of the government education system, reinforced the government efforts to achieve Universal Primary Education as mentioned in (UNESCO, 2009) paper regarding the role and impact of NGOs in capacity development. The paper described the main role of NGOs as (gap filler) of the government services and they helped the government to achieve its national education goals. This is true with local NGOs interviewed in this study where all of their educational programs went in line with the government national education plans strategies and goals to serve marginalized children since 2003. In (Jagannathan, 1999) paper, the author stated that NGOs education programs granted more access to poor and deprived children in India. This is true in this study findings, El-Maadi organization paid the school tuition for many poor children in Al Ma'sara public school to ensure primary education access for these deprived children. The organization also provided stationary and school uniforms for the children to reduce the burden on their poor families.

Management of the program: Three NGOs programs were managed by volunteers only while one NGO (MEB) hired professional staff to manage the program and supervise volunteers. (Lewis, 2009) stated in his study that some NGOs have very professional staff while others rely on volunteers which applies to interviewed NGOs in this study. Volunteers were trained well

with MEB before attending the classes, while the other three NGOs provided unstructured training to volunteers. Meetings of the volunteers were well organized in AYB while it was irregular in Resala and East Al-Maadi. In (Ghonaim & ElBaradei, 2013) paper, forty local Egyptian NGOs were interviewed and authors concluded that the majority of these NGOs didn't have enough managerial and technical capacities and they didn't pay attention to volunteer development. This conclusion is consistent with this study finding where small organizations investigated in this study, Resala of AUC, AYB of AUC, and East of Al-Maadi did not pay attention to volunteers' development. These points have weakened their programs and two of which were ceased due to lack of volunteers or poor commitment of volunteers. On the other hand, MEB paid very good attention to their volunteers (staff) through scheduled meetings and trainings. They also paid incentives from time to time to keep their volunteers' connection with the program. (Lewis, 2009) stated that NGOs ranged from small informal group to a large formal agency. This is true. Some of the organizations included in this study are small such as Resala and AYB in AUC while other like MEB is relatively big organization which has 10 branches in different Egyptian governorates.

Documentation: MEB has a very good written documentation of its activities with pictures of their program posted on their websites and in their offices. Official staff confirmed that they have archived records and documentation about the programs since its beginning, whereas Resala, AYB, and Al-Maadi showed poor documentation of their activities. Pictures that were collected for the purposes of this research were gathered from different volunteers taken on an individual basis. There is no information on this program on some organizations websites like (AYB and Resala). Some of them do not even have a website such as (Al-Maadi). In (Newcomer, El-Baradie & Garcia, 2013) paper, six Egyptian local NGOs in Cairo were

interviewed and they showed that they faced couple of challenges related to reporting mechanism and data collection process. This is true with small local NGOs interviewed in this study. Larger ones kept good documentation to demonstrate it to their donors. The smaller NGOs collected money on individual basis or from university. Nobody asked them to show evidence of their spending. That is why they didn't pay any attention for written documentation.

Financial resources: The two organizations (Resala and AYB) which were established in AUC have annual fund and they haven't faced any financial challenges during the implementation period of their programs. In (Lewis, 2009) paper, the author stated that NGOs are not managed by government but some of them receive funds from government or external donors while others depend on local donors. This is similar to this research finding where AYB had financial support from foreign agencies while other small local NGOs like Resala and Al-Maadi have financial resources from local donors. Al-Maadi organization receives annual fund from the Ministry of Social Affairs. Individual private donors used to support all the interviewed NGOs. Three NGOs are involved with many charity activities such as Ramadan packages, winter and summer clothing campaigns, medical treatment for children or adults, micro projects fund for poor families, and so on. This approach of funding multiple activities is exhausting and needs big budget while these NGOs usually have limited financial resources. This point was mentioned in (Ghonaim & El Baradei, 2013) paper where many of NGOs in Egypt provided services in multiple development sectors such as health, education, and youth. If these small NGOs focused on one development sector, it would be better strategy as they will be able to sustain their financial resources, energy, and focus of their volunteers or staff.

Intervention in formal schools: One of the interviewed NGOs is working directly with a public school. The staff of the school is collaborative with the organization and appreciates this

intervention. The organizations filled the gap when one of them (Al-Maadi) worked on the maintenance and development of school infrastructure and the empowerment of poor children. MVF program in India used the formal schools to implement its education program to ensure the concept of equity and to skip the concept of “second class education” in non-formal education centers offered for poor citizens (Jogannathan, 1999). Intervention of Al-Maadi NGO was on different levels that included: school infrastructure improvement, teachers’ incentives, and improvement of the education outcomes of poor students by providing them with weekly remedial classes, weekly meal, medical treatment when needed, schools’ fees payment, winter clothing, and other services which improved the environment surrounding these marginalized children. In (Avolio-Toly, 2010) paper, the author discussed many successful education programs have been implemented in different developing countries by local NGOs. The author concluded that most of NGOs’ intervention in formal schools is usually belonging to limited categories such as school building infrastructure development and supporting at risk and underdeveloped students. In (USAID,2011) paper, the authors demonstrated many successful education programs implemented in developing countries such as in Cambodia where the World Education implemented an education program targeting marginalized children in primary schools. They provided school grants, class repair, school latrines and access to clean water access development. Other NGOs mentioned in the paper provided food program and incentives for teachers in marginalized schools. This is similar to what Al-Maadi organization has offered in Al Ma’sara school of Helwan. It improved water and sanitation system in the school, implemented repair and construction of other schools’ facilities, covered tuition for poor students, carried out feeding program, and offered incentives to teachers by providing them with low prices clothing.

Partnerships: All the interviewed NGOs have made successful partnerships either with local CBOs or with other local partners. Resala and AYB worked through CBOs to serve marginalized children with remedial classes. Al-Maadi built partnership with Resala and Sonaa' Al Hayat to skip problems with the Ministry of Social Solidarity. MEB has partnership with Masr Bank Institution to sponsor its education program. AYB has partnership with an international donor to fund their center in Ein Aseera. In (Avolio-Toly, 2010) research, the author mentioned that NGOs used to build partnership with local NGOs or international organizations as well as with governments. This is true and it is consistent with the findings of this research.

Community participation: communities, in which education programs were implemented in, offered CBOs to be used by local organizations (such as with Resala, and AYB at the beginning of its educational activities). Communities provided local volunteers to help in implementing the education program of MEB in Ezbet Elhaggana. Community participation should be strong and effective for any education program's sustainability as demonstrated in many international case studies such as Community schools program in Zambia, Home based schools in Afghanistan, and BRAC program in Bangladesh. Local communities provided volunteers, teachers, lands, buildings and other in-kind material. They were poor like slum areas residents in Cairo, but participation was better and more effective and resulted in successful and sustainable programs. Communities' participation in slum areas in Cairo supposed to play more effective and stronger role to support these education programs in their areas.

Government intervention: There was no government intervention in these education programs. The government was involved in the NGOs' registration process (represented by the Ministry of Social Solidarity) and in granting NGO permission to intervene in a school

(represented by the Ministry of Education). The interviewed NGOs indicated that government sometimes was not collaborative with them. For example, Ministry of Social Solidarity put restrictive conditions in regards to the volunteers such as asking for their IDs to be checked with the security department. This was one of the reasons that discouraged volunteers from working with Al-Maadi in Al Ma'sara School and it forced the organization to work under the umbrella of other local organizations such as Resala and Sonaa' Al Hayat. The Ministry of Education also objected on the weekly meals provided at the school and forced the organization to stop serving the marginalized children with this weekly simple meal. As far as local NGOs workers are concerned "dealing with the government is a headache". Government's schools in Egypt that are serving poor children are supposed to provide real free education including free meals, textbooks, and any other needed stationary to increase the efficiency and quality of education (Sayed, 2006). I believe that this is true and it is essential that schools provide totally free education services especially for children in slum areas.

Private sector partnership: Private sector has an effective role as the research findings reveals. Most of the activities of the four organizations were funded or sponsored by the private sector. In national education plans (MOE, 2003) the government encouraged the participation of the private sector to fund education projects targeting marginalized children in remote and deprived areas in Egypt. In general, private sector role supposed to be stronger than what we have seen with the interviewed NGOs. Private sector can play the role of a donor when the government suffered from lack of resources (Fielmua & Bandie, 2012). This statement is true. (El Baradei & El Baradei, 2004) suggested that private sector in Egypt can donate lands, rehabilitate public schools, and provide in-kind donations to supply schools with required

equipment and material. I agree with these suggestions and find them very effective to improve the quality of education in public schools.

Challenges: Small NGOs faced serious challenges compared with that of the bigger NGOs. Large NGOs like MEB are more stable than the small ones like Resala of AUC, AYB of AUC, and Al-Maadi. Small NGOs faced two main challenges: volunteers' enrollment and commitment, and the availability of financial resource. Only large NGOs with long experience in the field appear to be more stable regarding their financial resources and the number and commitment of volunteers. Small NGOs like Resala of AUC, AYB of AUC, and Al-Maadi are still facing these challenges. Resala of AUC and AYB of AUC were among the most affected NGOs by the challenge of volunteer's number and commitment. The main reason was the disconnection with the head office and the graduation of senior volunteers from the university. The team never tried to fix these two problems which caused the weakness of their education programs and led both programs to stop. New volunteers did not find any documentation or established system to help them follow up on what was started. If Al-Maadi organization had put criteria for the volunteers, they would have gotten better committed volunteers. They should have targeted university young volunteers instead of house wives who have responsibilities to raise their children and running their daily house chores which adversely affect their commitment to the organization.

Monitoring and Evaluation (M&E): Only large and stable interviewed NGOs like MEB staff confirmed that they are taking Monitoring and Evaluation seriously. Other small NGOs like Resala in AUC and AYB in AUC, and Al-Maadi did not pay enough attention to M&E. AYB of AUC volunteers stressed that they used to have M& E committee during the implementation of the program, but did not know where that M&E reports were saved (in the

head office or only with the individuals who worked on it) it was not clear. This is another weak point which has adversely affected the programs with small organizations interviewed in this research. Large organizations like MEB kept the M&E documentation in their offices to use it for program development and to share it with their donors when required.

Program replication: Large and stable organizations like MEB replicated the model of their program in 18 centers. Resala of AUC, AYB of AUC, and Al-Maadi were not able to replicate their programs either due to lack of volunteers or because of lack of financial resources. Working in multi-sectors may have affected small organizations to not being able to replicate their education programs as their efforts and financial resources were dispersed among many projects related to health, microfinance, and other different charity activities.

Sustainability: All of the interviewed organizations were able to sustain their educational program. Large organizations sustained their programs (like MEB) with stable and enough financial resources, volunteers, and available centers. Seasoned and small size organization like Al-Maadi has a center and limited number of volunteers with limited financial resources. The main challenge with this organization lies in the leading committee which is governed mostly by house wives who are not trained professionals like MEB leaders. Despite the committee's long experience of twenty years as a non-governmental organization, it applies a very traditional leadership style, financial funding methods, and volunteer's management policies. Despite the fact that AYB of AUC and Resala of AUC organizations have all the elements of sustainability such as financial resources from AUC and CBOs that remain available to them in the slum areas they were working. Both of these NGOs failed to keep their programs sustainable. This is due to many reasons including: the high turnover of the leading committees every two or three years due to the graduation of the senior leaders and the unavailability of hard

copy documentation for program sustainability. These are the main points that resulted in a vacuum of leadership and documentation adversely affected the sustainability of these programs. Also the volunteers / students were very young with little accumulated experience in the education field or program management. Usually volunteer/students are busy with their studies and were not held accountable for the failure or success of these programs.

6.2.2. Targeted Groups

Three of the selected organizations in this research targeted children who were living in urban slums in great Cairo. Their age ranged between 6-15 years old (Resala, AYB, and MEB). Resala allowed disabled children to only attend art classes. As part of its program in the school, Al-Maadi targeted children in slum areas (Grade 1-3). MEB focused on orphans and children from female headed families. In (Avolio-Toly, 2010) paper, the author emphasized that children included in NGOs education programs in developing countries were in primary education and from hard to reach people such as disabled and orphans. This agrees with this research finding where the groups targeted by the interviewed organizations were from the same population segments. International case studies like BRAC program in Bangladesh targeted hard to reach children including children in urban slum areas (CARE, 2003). School for life in Northern Ghana targeted children between 8 and 14 years old who were out of schools (School for life website, 2014). Community schools in Zambia targeted orphans under 15 years old (USAID, 2006). Nepal local NGOs education programs targeted rural and slum areas children to provide them with non-formal education programs (Sakya, 2000). Local NGOs in Cairo have targeted the same segments of children such as children living in slum areas, orphans, and children under risk of leaving their schools.

6.2.3. Goals of the Programs

The main purpose of all the programs is to improve quality of education serving these poor and marginalized children, to improve the educational achievement of children in their public schools, and to help them complete their primary education successfully. Ethics and moral classes were conducted to improve personal attitudes and behaviors of these children who were raised in a low socio economic living conditions. These goals were clear with all the interviewed organizations in this study. Nepal organizations used non- formal education programs as means of capacity building for poor people to empower their skills and knowledge. Not only these programs improved their reading and writing skills, but also improved their social and economic status especially those living in vulnerable households. The programs aimed at enabling them to solve their life problems, become more aware about health, hygiene, and to play an effective role in their local communities. As it was stated in the conceptual framework of the study, education is often seen as major factor to achieve human development (UNESCO, 2005) and education is considered as a core factor in development process (Steven,2012). All organizations focused on primary education level students to improve their performance and achievement in schools because primary education is considered as the foundation of the entire education system and the fundamental part of the compulsory education (Numano,2012). All of these concepts are consistent with the goals of interviewed NGOs and were taken into consideration. All the interviewed staff and volunteers from the four NGOs confirmed that they have achieved their goals with the majority of the participant children if not all of them. As stated in (USAID: reaching the underserved,2006) the general aims of these formal or non-formal education programs are to improve poor children capacity and their educational achievement in public schools and to give them a chance for a better future and living conditions. Almost all the

interviewed staff and volunteers who worked in implementing these education programs affirmed that they have observed and noticed the positive changes in the majority of the participant children whether on their personal behaviors level or on their educational achievement level. Interviewed staff and volunteers aimed at helping children complete their primary education successfully and enable them to upgrade to upper education levels.

6.2.4. Outcomes

These programs have improved the quality of education provided for the targeted children through fulfilling many actions which can be categorized and measured according to quality primary education indicators included in (UNICEF, 2000) paper as listed below:

1. Healthy and well-nourished learners with healthy home environment
 2. Healthy, safe, and protective environment which includes class size, school infrastructure, and inclusive classroom environment (without any discrimination)
 3. Content which is reflected in learning material and curriculum to help learners acquire basic literacy skills such as reading, writing, and counting
 4. Processes applied by teachers such as child-centered teaching approaches besides well managed schools and classes
 5. Outcomes of the education which include skills and knowledge (such as literacy and numeracy), learner confidence, and positive participation of learners in their societies.
- All of these outcomes are supposed to be linked to the national education goals in that country

Hence, from the findings of this research the quality of education provided to marginalized children has been improved through different educational programs implemented by local NGOs and can be categorized as follows:

Learners

- Most of the organizations served refreshment for the children in the break time, or weekly meal like Al-Maadi organization
- MEB conducted home visits to improve the students' families conditions
- Al-Maadi provided medical treatment for children who needed it while MEB provided continuous medical services for the children who participated in their Manara centers education programs
- Al-Maadi organization provided schools tuition, stationary, and school uniforms for poor children in the public school of Al Ma'asra

Environment

- Al-Maadi organization provided psychological support for children when required
- Organizations divided children into small groups to create small size classes, there was 25 students per class in Resala and AYB whereas in MEB the classes were less than 15 students.
- AYB divided children from one class to three age groups
- Resala gave space for handicapped children to participate in art classes and Al-Maadi gave attention to children with slow learning abilities

Content

- All the organizations used games and interaction activities as more effective teaching methods in the class
- Most of the organizations used alternative teaching material which is focused on learning outcome and skills like reading, writing, and counting (literacy and numeracy skills)
- Most of the organizations used outdoor activities and scientific trips to improve the empirical knowledge of the children
- AYB used computer classes and data show to display material for the children in the classes (they used technology in the education process)
- Al-Maadi improved the infrastructure of the public school of Al Ma'sara/ Helwan
- Almost all the organizations trained their volunteers; while MEB hired professional teachers rather than volunteers

Processes

- All the volunteers in interviewed NGOs observed the development of their students and their performance through written or oral documentation to be sure that the outcome of their program has positive effect on the participated children
- All the volunteers of interviewed NGOs followed up on the school performance of their students to be sure that they are making progress in their educational achievement

Outcomes

- All the volunteers affirmed the positive changes occurred on the personal behavior of the children in the class and the break time during which they continued their monitoring process

- All the NGOs focused on ethic development classes to ensure that positive changes in personality and behavior have occurred with the participant children in order to be good citizens in their communities
- MEB supervisors confirmed that Manara students were the best achievers in their public schools

These points of improving the quality of education are also in line with (UNESCO, 2004) report and the required criteria for quality education. The organization stated that quality of education can be defined through two principles: the first one is concerning learners' cognitive development and the second one is regarding values and attitudes of responsible citizenship behavior and creative and emotional development of learners. Outcomes of quality education mean that learners gained literacy, Numeracy, and life skills. Learners gained creative and emotional skills in addition to values. Interviewed local NGOs in Cairo helped the participant children in their educational programs to gain good learning skills and knowledge regarding writing, reading, math, computer, and other creative activities. And they provided them with good values during ethic classes to develop their personalities and prepare them to be good and active citizens in their communities. As stated in (USAID, 2011) underserved population need effective education programs to provide them with good quality education. These programs, despite of all challenges, have added valuable changes to the education outcomes of the participant children. It provided them with quality education and it reduced educational marginalization they used to have in their public schools. The improvement of the quality of education can be considered as the solid ground which motivates the participant children to improve their education achievement, their personal values, their attitudes and behavior, and increased the ability of children to complete their primary education level. The supportive

environment surrounding schools usually increases the productivity of education (Palmer, 2007). This is a true statement as we have seen the positive changes occurred due to the efforts of local NGOs inside and outside public schools to improve the educational achievement of children.

As stated in (The World Bank, 2005) report that two major goals are embedded in education reform policies in many countries: first one is increasing equity in the provision of education, and the second is improving the quality of education. Hence, local NGOs in Cairo which have been interviewed in this research have achieved a goal of education reform policy in a successful way despite of all the surrounding challenges.

Chapter 7. **Conclusions and Recommendations**

7.1. **Conclusions**

Education is seen as a major factor to achieve sustainable human development in all countries. It is connected with multi-dimensional issues in each society such as socioeconomic and politics. There are two main goals to education reforms: improve the quality of education and achieve equity. Primary education is considered as the foundation of the entire education system in any country. Scholars and economists confirmed that it is best to invest in primary education rather than in higher stages to ensure good returns for individuals and societies.

Primary education reform plan is very connected with the context of each country, and is an important issue for decision makers in both developed and developing countries. Decision makers have paid serious attention for primary education reforms in all countries. Also it is clear that social, political, and economic factors are working together to push towards particular education reforms. Each country has tailored its own education reforms plan and strategies according to its needs on the ground. Almost all the countries, developed and developing, are seeking to achieve equity and quality through their education systems. Children can be marginalized due to their gender, culture, location, financial status, or children with special needs. Main reasons caused this marginalization are connected with social, economic, and bad political policies in many developing countries. The danger of marginalization in education is that it can transmit poverty across generations of marginalized households.

NGOs are more flexible than governments as they have less bureaucracy, more innovation, strong relations with local communities, and deep understanding of the grassroots needs. All of these features pushed the donors and international actors to prefer dealing with

NGOs than dealing with the governments. Case studies from many developing countries showed success stories of educational programs implemented since 1980s till present. These programs were either implemented by local NGOs only, or by building partnership with governments or with national and international NGOs. Most of these programs helped children to complete their formal primary education in governments' schools.

The education system in Egypt is one of the biggest in the region. The successive governments since 1990 worked seriously on putting strategic education plans to improve the access and quality of education. Marginalized groups were considered in these plans and the different governments have achieved many successful non-formal education programs targeting marginalized groups in poor and remote areas such as Upper Egypt.

Four local NGOs were interviewed in this research. All of them have implemented informal education programs in different slum areas targeting marginalized children. Targeted children are from primary and preparatory public schools in slum areas in great Cairo. Their ages are between 6 and 15 years old. Remedial classes were provided in a flexible schedule during the normal weekdays or weekend days. The organizations focused on the development of literacy and numeracy skills by developing alternative curriculum for reading, writing, and math to be sure that children can master these skills in their daily life to help them succeed in their schools and gain good achievement scores in their schools. Local NGOs also provided ethic classes to provide children with good values and to improve their behavior in order to be good citizens in their communities.

Some programs were ceased due to volunteer's weak commitment or low numbers. Other programs are still active and making significant positive changes in the lives of participating

marginalized children from different slum areas in Cairo. Programs are managed either by volunteers or by professional staff. The latter approach is more successful because professional staff showed more productive results. Documentation, M&E, and Volunteer's management need more attention and efforts from small local NGOs to make their program sustainable. Community participation is weak and it needs to be encouraged and empowered to support the role of local NGOs. Private sector contribution is good but it needs to be increased to become a more effective partner with the government and local NGOs. Government intervention is limited and it needs to be more cooperative and supportive to empower the role of local NGOs in education development field. Levels of programs' Sustainability were different depending on the capacity of the local NGOs .In general Large NGOs have more opportunities to sustain their programs due to the availability of funds, volunteers and staff. While smaller NGOs have slimmer chances in this matter due to lack of enough volunteers or financial resources. Educational programs replication was possible with large NGOs and harder with smaller NGOs due to lack of enough volunteers or money.

Goals of education programs targeting marginalized children were to improve the quality of education, to improve children's educational achievement in their public schools, and to help children complete their primary education level in a successful way. All the interviewed organizations have achieved their goals in a way or another despite all the challenges that have faced them during the implementation process. Each NGO adopted a different approach to achieve its goals. The outcome was positive where these NGOs have improved the quality of education targeting marginalized children and have helped the children to improve their performance in schools and to gain good values to help them improve their behavior and attitudes. Hence, participated children have big opportunity to complete their primary education

and higher levels after they have gained good knowledge and skills. NGOs have contributed in the achievement of national education reforms when they improved the quality of education. These programs should stay active and should stay sustainable. If there is any opportunity to be replicated, it will be an opportunity for all the stakeholders such as poor children, local NGOs and the Egyptian government to achieve the goal of national education reforms. According to the findings of this research, children in primary public schools in slum areas are still suffering from the lack of good quality of education. The government needs to work hard to deliver its promises to improve the surrounding learning environment by building more schools or classes to reduce students/teacher ratio in the class, encourage teachers to use more effective teaching material which focus on better learning outcome, change the traditional teaching method and exams which focused on rote and memorizing instead of using analytic thinking to empower the creativity of the students.

The Egyptian government has worked since the 1990s to implement education reforms. First it worked on quantitative aspects and since the beginning of the new millennium it started focusing on qualitative issues. From the findings of this research, it is obvious that this mission was not accomplished yet in primary public schools located in slum areas in great Cairo. The children who came to participate in local NGOs educational programs showed weak performance and poor educational outcomes. These are considered bad indicators about the quality of education in these public schools. The government needs to keep working on education reform policies in public schools especially in geographically marginalized areas like slums. Government can build successful partnership with local NGOs to achieve its goals to improve the quality of education in public schools either by encouraging inside formal schools programs or out of schools informal education programs as we have seen with the interviewed NGOs.

Interviewed local NGOs have improved the quality of education through their informal educational activities and programs.

7.2. Recommendations

Different sets of recommendations are listed in this section. Recommendations are categorized based on targeted responsible stakeholder.

7.2.1. The Government

- Egyptian government should focus on the primary education more than higher levels and allocate funds to improve the quality of the primary education by building more schools or more classes in existing schools to reduce the class size and pupils /teacher ratio especially in the informal settlement schools.
- Government should abolish schools' fees in poor areas like slum areas and provide subsidies for poor children such as textbooks, stationary, school uniform and any other needs to give poor children incentives to complete their primary education.
- Feeding and health care programs should be available in poor areas public schools to improve the students' health and nutrition.
- Pre-school education is preferred for children in poor areas to equip them with basic skills from the beginning and to empower their educational achievement in primary education.
- Public schools' infrastructure in poor areas should be developed with adequate facilities like library, laboratory, multi-media room, and enough spaces to be used as play grounds and sport activities.
- Field visits and scientific trips should be conducted in public schools on a regular schedule during the school's year to enrich the students' practical experience.

- Government should reduce restricted rules and security supervision on local NGOs who are involved with development programs in the education sector to help them have more volunteers and to have more space to replicate their programs in other areas.

7.2.2 Teacher in public schools:

- Teachers in public schools located in poor areas should take good incentives and trainings to empower and enable them to face the challenges and pressure in these schools.
- Teachers should be given authority to provide more teaching material and to adopt alternative teaching methods which enrich the students' skills in reading and writing and not just focusing on memorizing.

7.2.3. Local NGOs

- A strong and sustainable partnership between the Egyptian government and local NGOs is supposed to be built after the revolution of 25th of January 2011 especially after the case of foreign funding and the mistrust between the government and the international organizations. Egyptian government should recognize and encourage the local NGOs to play more effective role in the education reform process by encouraging replication of successful education programs in other schools inside slum areas to improve the quality of education and to ensure better education outcomes.
- Large local NGOs should build partnership with small local NGOs to help them in the implementation of their education programs and to develop their capacity in project management, resource management, volunteer management, and so on.
- Large local NGOs can train small NGOs on how to solve their problems, to overpass challenges, to create sustainability, to develop their volunteers, and so on to help them stay

strong and active. Local NGOs can share their experience with public schools' teachers to show them how to improve the quality of education in their classes.

- Local NGOs should encourage the youth from universities and other sectors to participate in voluntary work with local NGOs.
- Local NGOs should encourage the media to meet them and to show the appreciation for their efforts and positive role they are playing in the development context.
- Local NGOs should encourage local researchers to investigate the role of local NGOs and to spread their success stories in the Egyptian society.
- Local NGOs would better focus on one development sector instead of multiple sectors; this will help in obtaining better results.
- Local NGOs should pay serious attention to their volunteer's development and capacity buildings.

7.2.4. Local Communities

- Community participation needs to be more active and effective to show their support for local NGOs and their education programs.

7.2.5. Universities

- A strong relationship should be built between small NGOs in the universities, such as AUC, and their mother organizations to keep documentation of their educational programs and to transfer it to next generations of university volunteers/students instead to avoid the existing disconnection which affected the education programs in a negative way.

7.2.6. Private Sector

- Private sector should take more positive and effective role to encourage and support local NGOs education programs specially the programs which provide meals in schools, pay

school fees, provide uniforms and other in-kind material for poor children or provide repair services to schools' infrastructure.

At the end of this research, the author hope that local NGOs will improve the outcomes of their educational programs by paying more attention to avoid the weak points mentioned in the conclusion parts of this research. And hope that the government, the private sector and local communities will be more cooperative with local NGOs to help them achieve better outcomes and results.

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APPENDIX A.

RESEARCH QUESTIONS

This research attempts to answer the following questions: What is the role of local Egyptian Non-governmental Organizations (NGOs) in supporting the basic education reform targeting marginalized groups? What approaches or programs have been used by these organizations to improve primary education quality in selected areas? What are the outcomes of

the implementation of their programs on their targeted group? What is their relationship with the government?

There are two sets of questions to be used when conducting in-depth interviews. First set to be used with the NGOs workers and second set to be used with the schools' staff benefiting from the NGOs programs. These are potential questions to be used to collect the data through individual interviews and / or focus groups with the NGOs staff and volunteers.

1. When was the program started? And what was the purpose?
2. What is the description of this program? Describe activities and the schedule of them
3. Who is the targeted group? Is there any focus on gender and disabilities? How was the target group selected? Why they were considered marginalized?
4. Has the organization achieved its goals so far? If yes, what are the indicators?
5. How do they manage the program by means of teachers, staff, or volunteers?
6. Is there any available documentation (such as reports and pictures) regarding the implemented program?
7. What is the source of financial resources used to implement the program?
8. Is there any intervention in formal schools? if yes, how was that implemented ?
9. Is there any partnership with other organizations to implement this program? If yes, who are they? And what this partnership added to the program?
10. Is there any community participation during the implementation of the program? If yes, how was that participation? Through what means?
11. Is there any government intervention or partnership? If yes, how was that? Through what means?

12. Is there any private sector partnership or support? If yes, please describe it
13. How did the program improve the quality of education for targeted children? Is there any evidence?
14. Is there any consideration for sustainability during planning? if yes, please explain
15. Has this program been replicated in other areas? If yes, please explain
16. What are the indicators? How were indicators/ measures decided upon? Is there an M&E system in place? If yes, who requested M&E system to be developed?
17. What challenges meet the different programs? How can they be overcome?

The following are the questions that may be used with school staff to measure the outcome of the intervention (this is only used with NGOs that is working inside schools)

1. What do they think this intervention has brought to the school and the students?
2. Has it positively affected the performance of the teachers, and the students?
3. Did it improve the quality of education in the school?
4. What are the indicators?
5. Has it reduced the problems encountered in the school?
6. What suggestions do they have for improving the intervention process and gaining better outcomes?

Appendix B: Consent Form



THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

Documentation of Informed Consent for Participation in Research Study

Project Title: Primary Education Reforms Targeting Marginalized Groups: The Role of Local NGOs in Slum Areas in Cairo ; A Case Study Approach

Principal Investigator: Faiza Alaraji, falaraji@aucegypt.edu

*You are being asked to participate in a research study. The purpose of the research is [*to examine the role of local NGOs by collecting data about their programs, goals, targeted groups, and the relationship with the government*], and the findings may be [*published and presented*]. The expected duration of your participation is [*one hour*].

The procedures of the research will be as follows [*will conduct personal interviews or focus group discussion to collected the required data*]. [*If any of the procedures are experimental, say this here as well.*]

*There [*will be/will not be*] certain risks or discomforts associated with this research. [*If yes, explain them here.*]

*There [*will be*] benefits to you from this research. [This research can be a source for other researchers and these NGOs will be well known with their educational programs and efforts to serve marginalized children in slum areas around Cairo. Potential supports and donors are expected to be attracted in the future]

*[*If you are offering medical treatment, you should list here the possible alternative treatments that participants might be able to use. Otherwise, this point may be deleted.*]

*The information you provide for purposes of this research [*is anonymous/is confidential/is not confidential*]. [*If necessary, please explain further what the status of the information will be.*]

**[For research involving more than minimal risk, add here an explanation as to whether any compensation or medical treatments are available if injury occurs and, if so, what they consist of, or where further information may be obtained. If inapplicable, this point may be deleted.]*

**[An explanation of whom to contact for answers to pertinent questions about the research and research subject's rights, and whom to contact in the event of a research-related injury to the subject; for example: "Questions about the research, my rights, or research-related injuries should be directed to (PI name) at (telephone number)."]*

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature

Printed Name

Date

APPENDIX C. IRB APPROVAL LETTER

CASE #2015-2016-013



**THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD**

To: Faiza Alaraji

Cc: Mariez Wasfi

From: Atta Gebril, Chair of the IRB

Date: October 2, 2015

Re: Approval of study


This is to inform you that I reviewed your revised research proposal entitled “**Primary Education Reforms Targeting Marginalized groups : the role of local NGOs in slum areas in Cairo; A case study approach**” and determined that it required consultation with the IRB under the "expedited" heading. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Amr Salama. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.



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